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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF BOSTON.

1870.



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CITY OF BOSTON.

In School Committee, September 13, 1870.

Messrs. L. Lothrop, Ricker, Pope, Merrill of Ward 14, Bowdlear, Bent, and Fogg were appointed the Committee to prepare the Annual Report of the School Committee for the year 1870.

Attest:

BARNARD CAPEN,

Secretary.

In School Committee, February 14, 1871.

Ordered: That the Committee to prepare the Annual Report of this Board be instructed to prepare an edition of the same for general distribution among the citizens of Boston.

Attest:

BARNARD CAPEN,

Secretary.

R E P O R T.

IT is a pleasant duty to present to this Board and the community the Annual Report of the Schools of Boston, on account of the enjoyment resulting from a genial admiration and love of our institutions of Public Instruction. There is, however, danger of passing over many things which well deserve special notice, while, on the other hand, particular points may be dwelt upon to a length which may weary, and by some perhaps may even be considered unprofitable and useless.

In what they now present, the Committee do not wish to call attention to our schools in order to compare them with each other, nor to give the impression that they are free from deficiencies, for in many respects improvement is certainly needed; but to recognize the value of the course of study and instruction which is pursued in them, and which is believed to be adapted to meet the wants of those who are privileged to enjoy it. In a report like this the minutiae of the work cannot be given; but believing that themselves as well as the teachers have assumed a sacred function in the relation they sustain to our schools and to the community, the Committee desire to express some thoughts to show the principles upon which the education of our children should rest, and upon which in many of our schools it does rest.

EDUCATION.

The legitimate object of education is to prepare men for their duties and their destiny. It does not consist in the mere acquisition of knowledge, but in the development and training of all the faculties. It must not be regarded as merely a process of teaching. The whole being of the child is to be considered. The entire capacity, the entire nature of an immortal is to be thought of, in efforts for the culture of manly and womanly character. As one has said, "Education is the training of the entire being for what it has to do and to be in after life." In our schools, therefore, less regard should be had for immediate and ostensible results of instruction and influence than for their remote and future effect, as bearing upon the maturer development and active employment of those under our care. "Training the young for the emergencies and engagements of life, with a view to results in active, responsible duty," is what should be kept constantly in mind. In a good school the sentiment that teaching has much to effect beyond the present hour, and that excellence in teaching consists in giving such direction to the mind and heart of the pupil as shall tend to secure his best interests, is dominant; and the effort is constantly made to give the mind wealth, and at the same time the power to command its wealth, as well as the disposition to use it properly. Thus, in a good school, there is great success in gaining the control of the mind and sentiments of children

and young persons, so that they go along under a most happy excitement, with their teachers, who are thus enabled to exert a positive influence, and occupy the mind with the best furniture and the best habits, and secure, by the blessing of heaven, the most direct and positive means for the culture of the moral sentiments.

Harmony pervades such a school. The pupils respect the teachers, and the teachers are devoted to the interests of their pupils, and their relation is a mutual ministry of good. Among the teachers there is an interchange of thought and sympathy. Much conversation is had upon the best methods of teaching and of government. In kindness and with earnestness, they consult and work together. So they are prepared to understand, in each department of the school, what are the objects to be aimed at, what principles are to be illustrated, what course is to be pointed out, and what things are to be pursued and kept constantly in view as guides to future progress. The pupils are trained to habits of self-reliance and self-government. It is made a matter of every-day duty to inculcate and develop right sentiments and desires. Truth is presented, invested with its own lovely character. To be intelligent, virtuous, and true, is exhibited as the great object of life. Duty is made to appear as never a gloomy affair. This we know is done in many of our schools, and the result is, that a noble and generous sentiment governs the pupils, especially of the higher classes, and its influence is felt throughout the whole body. Much has

also been done by many teachers, that their scholars may obtain a knowledge of those things which are connected with the common duties of life, as a preparation for acting with dignity and propriety.

The Committee would express their appreciation of the value of the services of many of the teachers, especially of many of the masters of our schools. They generally seem willing to give much time and study to a careful preparation for their work. They value every means of becoming intelligent and wise, and of being useful in their appropriate sphere. And it may not be improper to add, that it should be the aim of all interested in the immediate management of our schools, to have it impressed upon the scholars, that all right improvement of the mind and heart depends, in an eminent degree, upon the object in view, when in school or out of it "they read, reflect, or observe what is going on around them," and especially that young men and young women should be taught to be *useful*, that in the future, as parents, citizens, companions, and friends, they may carry with them, wherever they may go, a good influence.

STUDIES.

In regard to the branches of study usually attended to in our schools, but little can be said in a Report like this. It is important to know what is the first thing to be done when children are put upon the study of any subject, "what are the objects to be aimed at, and to be kept constantly in view as guides

to future progress." Teachers should have a knowledge of the best methods of teaching the essential elementary branches, in order that their efforts may well repay them. The recitations should not consist of mere questions and answers, and exercises of the memory. The pupils should, however, be made sufficiently familiar with the details of the various branches of study, and at the same time with the principles involved in each. They should be required to make special preparation for expressing in their own language the thoughts of others, which gives vivacity and precision to the intellect. When old enough, they should be taught to look beyond the text-book, to obtain information from any source within their reach, "to give illustrations of principles and rules, which may be presented by their own observation and reflection, or which may be derived from any other source." Pupils thus trained will always be ready for the Superintendent and the Committee, as they expect to receive as well as to give, and their examinations will be pleasant and satisfactory.

PROGRAMME.

In this connection it is proper to recognize the value of the course of study and instruction which is pursued in those Primary and Grammar schools, in which the programme prepared by the Superintendent and adopted by the Board is the actual guide of the teachers. Experience has shown that it is adapted to meet the wants of these schools. There is no doubt of its value and efficacy. Teachers candid in their deci-

sions, after a full trial, use it with entire confidence that they shall thereby reach the best results. It is believed to be the best for all teachers and for all classes. It will be found that there is efficacy in such a system, and that it will work out satisfactory results. It will not do this as by magic. The success of any method, system, or plan must depend upon the learning, the ardor, the wakeful activity of the teacher. Nothing but the glowing enthusiasm of a well-disciplined mind can give vitality to any school exercise.

Not to mention other things, the use of this programme will tend to recast the study of geography and grammar; and the study of these branches should be recast in many of our schools. This fact is an important one, and the Committee submit to the candid decision of any teacher well qualified for his place, and who is familiar with the geographies and grammars which are the only guides of many teachers as well as scholars, whether our children should be doomed to commit to memory page after page of the names of towns, rivers, statistics, and dates, or dwarf their intellects by poring over, and dozing over, such soul-deadening technicalities as are found in many systems of grammar, and beyond which some dare not venture. The programme will help remedy all this. It has done it when properly used. It is the means of simplifying and making plain the daily interests of our schools. It makes clear and open standing ground to rest upon in their instruction.

It is, perhaps, not important to speak more fully or more in detail upon this subject of programme, and the Committee will only add, that observation and experience have given them entire confidence in the justice of what has been said in regard to it.

The following extract from the programme itself is submitted as evidence of its clearness and importance, and that all interested in the direct instruction of our schools should study and use it as a positive power for good. Notice the intention and spirit of the programme, which distinguish it in its application to instruction from the lowest class of the Primary School to the highest class of the Grammar School.

SIXTH CLASS.

READING. — The Fourth Reader, all the pieces; special attention to fluency of utterance, distinctness of articulation, correctness of pronunciation, and the points and marks of punctuation; practice on the exercises in the introduction; the Spelling and Defining Lessons to be omitted.

SPELLING. — Through the Spelling-Book, omitting the Exercises for Writing, each lesson being *read* by the class before it is given out for study; a sentence from the reading lesson written daily from dictation.

WRITING. — Three Writing-Books, numbers one, two and three, with analysis of letters.

ARITHMETIC. — Written Arithmetic through the operations of the ground rules and reduction, with simple practical questions, involving small numbers; Mental Arithmetic carried along in connection with Written, the same topic in both kinds being taught at the same time [sections first and second].

GEOGRAPHY. — Reading half through the Primary text-book with conversational illustrations; rudiments of map-drawing, showing how geographical objects are represented by symbols, taking

as subjects for practice the school-room, the school-yard, the Common, the Public Garden, and the outline map of the State; the globe used to illustrate the form, magnitude and rotation of the earth, the position of the axis, poles, zones, and principal circles.

GRAMMAR. — Oral instruction in distinguishing the noun, the adjective, and articles; exercises in correcting common grammatical errors; practice in the use of capitals.

COMPOSITION. — Letter-writing on the slate once a week.

MORALS AND MANNERS. — By anecdotes, examples and precepts, and by amplifying and applying the hints and suggestions relating to these topics contained in the reading lessons.

VOCAL MUSIC. — Musical notation, singing, and exercises on the music charts — ten minutes each day.

VOCAL AND PHYSICAL CULTURE. — Exercises as arranged by the Director in this department — ten minutes each session.

DRAWING. — Lines and angles and plane geometrical figures, as in Drawing-Book number one.

ORAL INSTRUCTION. — Weights and measures, and articles of clothing and food. Conversations on the reading lessons, as follows: Lessons 7, 11, 26, 42, 43, 44, 51, 52 and 53.

THIRD CLASS.

READING. — Fifth Reader completed in the manner prescribed for the preceding class.

SPELLING. — Spelling-Book reviewed by selecting words to be written from dictation twice a week, no lessons being given out for study; a sentence from the reading lesson written daily from dictation.

WRITING. — Four Writing-Books, numbers three, four, five and six, with analysis of letters, and practice while sitting in three different positions, viz: right side at the desk, left side at the desk, and facing the desk.

ARITHMETIC. — Written Arithmetic, percentage with its applications, the easier practical problems being performed; Mental Arithmetic, in connection with Written, the same topic in both kinds being taught at the same time [sections eight and nine].

GEOGRAPHY. — The United States; the climate, physical fea

tures, and productions of the different sections ; the thirty largest cities ; their location, their natural advantages and disadvantages, and the peculiar characteristics of the business carried on in each ; outline map of each State drawn from memory.

GRAMMAR. — Etymological Parsing ; inflections and definitions learned from the text-book ; correcting errors, especially such as are violations of the principles of etymology ; sentence-making.

COMPOSITION. — Once a month on some topic embraced in oral instruction ; business papers, such as letters, orders, bills of purchase, receipts, promissory notes, drafts, advertisements, invitations, etc.

DRAWING. — Drawing-Book number two, the course of the fifth class repeated.

VOCAL MUSIC. — One hour a week, instruction by the special teacher.

MORALS AND MANNERS, AND VOCAL AND PHYSICAL CULTURE, as in the preceding class.

ORAL INSTRUCTION. — Air, water, respiration, municipal and State governments, courts of justice ; historical sketches, Pericles, Chatham, Jefferson, Samuel Adams, and Lincoln.

COMPOSITION.

In harmony with the suggestions of the programme in reference to the study of Grammar and Composition, it is well to observe that it is a matter of the greatest importance, that an early habit be acquired of committing our thoughts to paper. This should be one of the first objects of a school education.

The pen has greater influence in regulating the mental powers than spoken language, because in writing *order* is required in combining and arranging our ideas. But another reason for making composition an early part of our school instruction and study is, that if it be not commenced before the age of twelve or fifteen, it will be very difficult if not

impossible to acquire the art of writing our language with ease and elegance. The reason of this is obvious. The child begins in its very earliest years to speak and think at the same time. It is under the necessity of doing both, at one and the same time. So in writing, the mind has in fact to perform two acts at once; and it can never do this well unless it begin very early, and, by patient and persevering practice, acquire a well-established habit. Many find it easy to think and speak at the same time, while the moment they attempt to combine the motion of the pen with the exercise of thought, all becomes confused, and they fail to accomplish to their satisfaction what they most earnestly desire.

"The only reason to be assigned for this deficiency is, that children are not early taught to put their ideas on paper, so as to establish as perfectly the association of the process of *thinking* and *writing*, as that of *thinking* and *talking*." When the practice of composition is considered in this light, it assumes an importance as a school exercise, second to none in the whole course of intellectual education.

STUDY OF THE ENGLISH LANGUAGE.

Again, the study of the English language is as valuable a means of mental culture as the study of any other language. It calls into exercise the same powers, and in the same manner. It tasks alike the judgment and the taste. It demands a knowledge of the rules and principles of language by every one, who would express his own thoughts, or interpret the thoughts of others.

In teaching reading, and its kindred branches grammar and language, the Reading-book is of course that on which in a good degree the powers of the pupil are to be exercised and his taste formed. The selections should be adapted to the capacity of the child. It is not meant by this, such selections as can be very easily understood; because there is, there can be, no advantage in having children speak mere words and babble over what they already fully understand.

The most advanced scholars, such as are found in our High Schools, should be made familiar with the best specimens of English Literature. This is necessary in order that the mind may be aroused to a wakeful activity. This is as necessary as it is "that they should mingle in good society, if we would have them acquire a dignified deportment and polished manners." Especially should young ladies be taught to understand and appreciate the works of our best authors. This cannot be too earnestly pursued. A great point is gained when the pupils can interpret the thoughts of a good author, and can be made to feel their full influence. Their reading will then cease to be a mere mechanical effect, and will become an intellectual exercise, demanding and securing that kind and degree of attention and mental effort, which they should be required to give and put forth.

Place in the hands of scholars the productions of the most gifted minds,—productions which contain what is lofty in conception and pure in thought,—if

you would bring their sentiments, feelings, and taste to a high degree of refinement. Manifold are the advantages of having the mind employed upon subjects so agreeable. The common methods of education have not considered the study of our language as connected with the common affairs of life, as furnishing elegant subjects for conversation, or as a preparation for acting in social life, with dignity and propriety.

The Committee insist upon it with satisfaction; "that no study is more useful and important than that which cultivates the taste, and creates a relish for whatever is beautiful, proper, or elegant in writing. It tends to give vigor to the social affections, it creates a love for the beautiful in nature and in character, it becomes a most fruitful source of mental enjoyment, and if judiciously taught, it leads, more directly than any other intellectual employment, to a delight in virtuous dispositions and virtuous actions. And thus it becomes a positive moral influence."

They therefore urge our teachers to give more attention to the study of our language as an instrument of thought. It will help them interest and control the mind and feelings of their pupils, so as to leave

" Deposited upon the silent shore
Of memory, images and precious thoughts,
That shall not die, and cannot be destroyed."

The design of such a study of English Literature as should be pursued by the most advanced scholars, will not be accomplished by merely committing to

memory select and long portions of poetic compositions and essays, but by a careful and critical study of the works of our best authors.

The following is an illustration of what is meant by "critical study." It is not given with the assertion that the observations are correct, but to indicate as well as it may, what is implied by a "careful and critical study" of a good author.

"There is a criticism founded upon patient research and studious deliberation which, even if it be given somewhat rudely and harshly, cannot but be useful. And there is the loving criticism which explains, elicits, illumines; showing the force and beauty of some great word or deed, which, but for the kind care of the critic, might remain a dead letter or an inert fact, teaching the people to understand and to admire what is admirable."

ILLUSTRATION.—Take the words from Hamlet,

" —— did address
Itself to motion like as it would speak."

What is meant by these words? "Did address itself to motion like as it would speak," means that the figure put itself in just such an attitude as one would who wished to speak to another.

"Address" must signify to prepare, to get ready. Now if "motion" be a noun, and consequently signifying a change of place, the expression to prepare himself to a change of place, or to get himself ready to a change of place, would not make sense.

Besides, we must suppose that the figure actually did *stop*, when he addressed himself to motion.

Now, then, if motion signifies to propose,—that is, to indicate or signify that it would make a declaration or proposal, all the difficulty at once is removed.

It did address itself to propose. It got itself ready to propose, to make a proposal, or to say something.

“Like as,” is a strong simile. “When the impassioned and correct speaker would rise in expression, and when single words will not convey the force of his feelings, he has recourse to synonymes and repetition, and thereby in some measure supplies the defect in single words.”

Like as is a case of tautology, and is justified by the principle above mentioned.

If you omit *like*, then the expression will be—address itself to motion as it would speak; *as*, in this case, meaning, as it frequently does,—*as if*.

It got itself ready to propose—just as it would to speak, is the exact meaning.

Can our girls and boys thus examine and criticise? Yes, when properly taught the laws and principles of our language, and when led patiently and perseveringly to study and interpret the thoughts of others.

MEMORIZING.

In the pursuit of any study in our Grammar or High Schools, there is danger that the memory may be so exercised as to be made to resemble a mere warehouse, in which the owner has stored, without knowledge, method or order, a great variety of goods,

but of little use, as he seldom looks within, and when he does, knows not how or where to find anything he wants. The scholar may be furnished with the materials of knowledge, and find but little wisdom. These remarks may be considered trite, and by some uncalled for. They may be trite, but there is occasion for their utterance. Scholars are still required to put forth intense and hurried effort to commit to memory long pages for *mere recitation*, which is a gross misconduct in study. Such effort made without thinking, without due attention to what is specially important, will not secure for any length of time a recollection even of what is so hurriedly learned, and is about as bad as doing nothing. A habit may be thus formed of running over things, especially if difficult, superficially, with but little understanding or appreciation of their meaning or value. Taking it for granted "that what is held to be right in schools of learning, cannot be wrong out of them," students thus early trained will pursue their studies all the days of their lives, in the same absurd manner. This may lead them to think they are very learned, and gratify their vanity, but it can never answer the end of education, — which is the development of the entire nature in reference to a wise and useful conduct of life.

The writer visited a school some time since in which the pupils were reading with their instructor, Guyot's Earth and Man. Every step in the development of a subject was carefully considered, and the pupils received all the benefit to be derived from such a study.

They did not spend hours in learning to recite the words of the author. They were furnished with the materials of knowledge, and taught, by thinking, to make them their own.

The same school was visited again after a few days, and a full and free interchange of thoughts and opinion with the scholars upon the subjects they had been considering, showed how well they had accomplished the object in view, namely, a clear understanding of the conclusions of the author, and the capacity to state them in appropriate language. Such should be the course with any author who writes elegantly and to the purpose. He should never be read hurriedly, nor be committed to memory by the pupils, till they are led by careful and critical study to see his beauties and appreciate his excellence. A writer whose works appeared more than a century ago, in speaking of the course pursued in the Grammar Schools in England at that time, says, "Such a Way of Reading (hasty) is like Riding Post through a strange Country; in which Hurry a Man has not Time to acquire a knowledge of it, and the Laws, Manners, and Fashions of its Inhabitants, worth the trouble and fatigue he gives himself, and as nobody would wonder, if such a hasty traveller came home but a little wiser than he went, so it is little to be wondered at, if a Person that runs through an excellent Author in Post Haste, is not much better for such a transient survey of him." Perhaps some one, recognizing that superficial study is bad intellectual and moral training, and that it will secure but an imperfect

education, may still ask for "something practical." Such requests we are accustomed to hear. They are of little consequence. There *is* a right conduct of study. Teachers who can see and appreciate it, will have no difficulty in regard to what is practical.

A WORD TO PARENTS.

The Committee cannot leave this subject of education without offering to parents a word of well-meant advice. Parents owe a duty to the schools and to their children, which is not heeded. They are for the most part ignorant of what their children are doing in school, and do not understand and appreciate the influence there exerted upon them. It is sad to see how thoughtlessly and easily children are given to the care of teachers, as if by so doing all parental obligations were fulfilled. No wonder scholars become negligent of school instruction, and are hard to control. They see and feel how indifferent is the desire of their parents in regard to their best interests. This should not be. The influence of home should be tributary to that of the schools. Parents should visit them, and witness the conduct and progress of their children. This is necessary, that in the quiet of domestic life, they may be prepared "to supply what is defective, to correct what is wrong, to confirm what is valuable in the course pursued at school." Such visitation could not but result in good. It would secure an interchange of thought and purpose eminently desirable, and lead parents to rely upon the judgment and good intentions of the

teachers. It would enable them to become acquainted with the duties and difficulties of school management. A very important consideration is, that such familiarity with the schools, on the part of parents, would tend to make them prudent as to the matter and manner of what they say at home in regard to the teachers.

Parents, would you have your children regard your own authority, be sure that they do not slight the authority of their instructors. Be their mutual friend. This is one of your highest obligations. You will thus stimulate both to an earnest devotion to duty. Point out to your children the dangers in which school life will involve them. Do this fully and earnestly. Show them the hazards to which their early life is exposed. You will thus, with the coöperation of their teachers, keep them from many follies, and from the power of dangerous companions. Do these things, prompted by a parent's love, and, with heaven's blessing, good will follow.

A word is necessary in regard to health. Care is taken in our schools not to injure it; and if the health of scholars fail, this may not be owing so much to hard study and close confinement in the school-room, as to the thoughtlessness of parents in permitting them frequently to attend parties, or places of evening amusement. Positive endeavors to *promote* health are not so much needed as caution in regard to indulgences sure to injure it. Debility and disease require peculiar attention. But in the case of children generally, wholesome

food, early hours, pure air, and proper exercise are all that is necessary. Parents, if your son or daughter has pale cheeks, languid looks, a weak body, and a nervous habit, see if it be not owing to late hours, and the atmosphere of brilliantly-lighted and crowded rooms, and other exciting and exhausting causes, rather than the *hard study* and *rigid discipline* of the school.

One other suggestion. It is of the highest importance, in a moral point of view, that the parents or guardians of the young ladies attending the Girls' High and Normal School, with the intention of becoming teachers, should have such frequent intercourse with the instructors, as to learn what is the probability of their children ever being qualified to teach well. Such information would be received as would, in many cases, save from disappointment and regret. What is meant is this. Young ladies go through the whole course of study without affording at any step of their progress evidence of future success as teachers, and in the end fail. Their circumstances are such that they cannot afford to do this; and were the truth told them, it would be their desire, and *they would feel it* their duty, to give attention to something else, and prepare for other useful employment. Parents and guardians should therefore visit the school, and learn what they ought to know in regard to those whose welfare they are in duty bound to consider. This advice is well meant, and facts testify to its importance.

It would be satisfactory to speak of the relative

importance of the various branches of study pursued in our schools: such a discussion would occupy more space than can be given to the subject in this report, and is therefore not attempted.

OUR TEACHERS.

The Committee are happy in the knowledge, that generally the instructors of our schools are attaining a higher state of mental culture, and discarding prejudice, are ready to avail themselves of every opportunity of becoming wiser, better and happier. Men and women of pure thoughts and lofty principles, they read, examine, weigh and believe; weigh with impartiality and come to wise conclusions. If any of them are still moving in a circle, incapable alike of progression and of rest, content with what they are and with what they see, let them remember that they are not the men and women who will improve society. The best order of minds is always imbued with the desire of something better, and pursues its course with the expectation of securing it. If any of our teachers are still under the influence of a "narrow prejudice, stale custom, or misty doubt," let them remember that these prejudices, customs and doubts must yield to the rational deductions and calm decisions of common sense.

LATIN SCHOOL.

The sentiment which has governed the School Committee of Boston for more than fifty years in reference to the Latin School, has evidently been to give it such prominence as its importance demands. Fore-

most in our Public School System, and known as such throughout the State and Country, they have deemed it a wise economy to secure by an honorable and permanent salary, the men best qualified by liberal culture and executive ability, to have its supervision.

The present head-master of the Latin School has been connected with it as instructor since 1831, with the exception of one year when he was absent from the country. He has occupied his present position since 1851. The Committee have a high appreciation of his liberal culture and accurate scholarship; and they record with pleasure the fact, that he has always regarded the duties of the school as sufficient for his whole time, energies, and strength, and has refused every offer for compensation for time which would be by us regarded as entirely his own. The other High Schools are now established and placed on an equality with the Latin School.

In 1814, the salary of the master of the Latin School was established at two thousand dollars per annum. The same year the salary of the most prominent young man of his time, as pastor of one of the most prominent churches of the city, was but thirteen hundred dollars, with house-rent and fuel in addition; from which it would appear, that the Committee did not intend to make this master's position inferior to the clergyman's. In 1838, the salary of the master of the Latin School was equal, or nearly equal, to that of the Mayor of the city. Thus it will be seen that no office has been regarded with greater respect. We still cherish for it the same sentiment. The first minds in

the community should be encouraged to assume it. This *has* been done, by making the compensation not only sufficient for a liberal support, but such as to afford cheerful evidence of the consideration in which we hold those whom we have called to the management of this high order of institutions for public instruction.

In 1818, the Rev. Dr. Channing, whose words are cherished by many as a precious legacy, said in a public lecture, that "Much as we respect the ministry of the gospel, we believe it must yield in importance to training the young"; and the highest concern of the community to-day is, that its resources should be directed to procuring and retaining the best instructors. Certainly our High Schools should have them. They should have the gifted and the best educated men, worthy the entire confidence of the community, and fitted by their intelligence and moral power, to be intrusted with the care of the young men and young women of our city. "These instructors should be ranked and recompensed as the most honorable in society."

These remarks are made not to indicate a want of confidence in either of the men at the head of our High Schools, nor to eulogize them, but to express a high appreciation of the work they have undertaken to perform.

While the Committee are thus animated by a sincere desire to represent these schools in all their importance and influence, and while they believe that the salary of the head-masters should be paid

upon the basis of the liberal professions, they are far from being insensible to a proper consideration of an economical conduct of these as of all our schools. They believe it to be consistent with a just regard to the pecuniary interests of the City, that the men who are educating those who are to become our professional men, our merchants and teachers, should enjoy every possible facility for adding to their usefulness, when we remember that the successful bestowment of their labors tends in an eminent degree to promote individual happiness and usefulness, and the prosperity of the City and community for all coming time, not only by exerting a direct influence upon their immediate pupils, but also by affording a high standard of excellence, which helps to elevate the whole system of public instruction throughout the City and throughout the State.

Of the vast importance of these High Schools in order to the diffusion of knowledge and virtue, as sources from which is carried into every department of active life a controlling power, no one pretends to doubt.

The Committee are happy to regard this system of instruction as proof of the wisdom which has organized and carefully guarded our public institutions of learning, and they would have the whole people see and value as they ought, the liberal and accurate scholarship which is essential to the successful discharge of the duties of head-master of either of our High Schools. They would not, however, give the

impression that these schools are not capable of improvement. While they appreciate their value and the work accomplished by them, the Committee record with pleasure that the Board has made, and is prompted still to make, such changes as the interests of the city shall clearly demand. Many changes have been made in the Latin School, which former years would have regarded as absurd innovations. The wants of the community seemed to demand them.

A new plan of work has been adopted, "giving the school a higher purpose, and embracing in the range and variety of its studies all that the best schools of our times anywhere offer." For many years no important change had been made in the course of study, and the Committee and the well-informed in the community are entirely confident that the results of the course now begun will be satisfactory. The purpose now is "to give thorough general culture to boys intending to pursue the higher branches of learning, or preparing for professional life." The study of Latin and Greek forms as important a part as heretofore. An extended study of English Literature has been provided for, also "thorough teaching of two modern languages." A "suitable method of instruction in Geography and History" has been introduced. The mathematical course has been strengthened and improved. The natural sciences, including Mechanics and Physics, and Drawing, which is to be thoroughly taught throughout the whole course, are also to be noticed.

as important additions to the system of study in the Latin School.

ENGLISH HIGH SCHOOL.

It is proposed to say but a word in regard to the English High School for boys. The Committee have confidence in the learning and fidelity of the head-master and his associates, and in the success of their efforts for the instruction and training of their pupils. The boys are generally made familiar with the branches of study usually pursued in the school. An important improvement is the introduction of the study of English Literature, which has added much to the interest and profit of both teachers and scholars. Other improvements have been made in this as in the Latin school; but, as the system of studies and the organization of the English High School "is still a subject of inquiry, and will be considered in a report to be made to the School Board during the current year, by the Committee on the High School education of boys," it is important only to add, that, in regard to these and all our schools, the Superintendent and Committee are still in search of better things, and old and absurd notions, if they exist, must give place to those that are more rational and useful. The change of study and instruction in these schools, mentioned above, is evidence that the restrictions of the past are to be removed, and a more liberal system sanctioned; a system better adapted to meet the growing wants and advancing civilization of the times. Our schools will not stand still. Things

seen not to be best, which the best order of minds devoted to educational pursuits does not approve, must and will give way. The Committee are happy in the belief that *something better than present good*, "the soul of everything great and noble," animates the instructors of our High Schools: they are regarded as men of liberal views and sincere purpose, and willing to carry out the wishes of the Committee and an enlightened community.

GIRLS' HIGH AND NORMAL SCHOOL.

The fundamental principle which governs men in their preparation for the various professions of life, should regulate our conduct in regard to the preparation of those who are to be the teachers of our Boston schools. A Normal School, distinct from the High School, should be established for the purpose of preparing the daughters of the citizens of Boston, "to become better teachers, than can now as a general thing be found to fill the vacancies which are frequently occurring, and thus greatly increase the efficacy and usefulness of our public schools." Young ladies may be admitted to this school, who intend to make teaching their profession, and who have reached the standard of attainments required on the part of the graduates of the High School.

The course of study and instruction should comprise a thorough review of the studies taught in our schools, the object of which should be to give the pupil a knowledge of the best methods of teaching all the essential elementary branches—knowledge

methodically arranged, and adapted to the wants of teachers. Its aim should be to give to each subject the severe, patient, and persevering study its importance demands; to open to the mind new fields of knowledge, and develop and strengthen all its faculties. Such use should be made of text-books and manuals, as will enable the pupil to "teach independently of them, by a thorough familiarity with the subject to be taught." The best methods of teaching and of government should afford fruitful themes for discussion and instruction.

These exercises would be found most interesting to both teachers and pupils. "They task alike the judgment and the taste." They require high mental attainments properly to conduct them, and also more time and energy than the present head-master of the Girls' High and Normal School can bestow. They demand all the time and care of a man of liberal culture and scholarship, whose soul is all alive with the importance of the work of training those who are to be the teachers of our children, so that they may fill the complete sphere of life, and discharge with a diligent, a constant, and a loving spirit, all the duties which may be required at their hands.

Such a system as we have in mind, only the outline of which can be developed in this report, would secure in an eminent degree, on the part of those trained under it, "freedom from irritability and capriciousness; patience not weary of attending to minute objects and minute opportunities; and steadiness of purpose never to be won by mere entreaty, or teased by im-

portunity from a right determination in the way of duty,"—qualifications essential to a teacher.

These brief remarks show that here is work enough and honor enough, if the work is well done, to satisfy the ambition of any one.

No one pretends to doubt the value of having a clear conception of what are the objects of first importance in education. We often meet with persons tolerably qualified as to mere mental accomplishments, but whose inefficiency as teachers is apparent. This inefficiency is often owing to their ignorance of the wants of children,—wants which are as boundless as their immortality,—to their ignorance of the laws of mental development; to a lack of acquaintance with the principles and modes of teaching and of government, and also to a want of a just appreciation of the work they have undertaken to perform. A thorough course of distinct normal training will, in a good degree, supply such wants, and no other course can. The pupils of such a school will be found able to adapt means to ends, and to do what they have to do as well as possible. Caring for the young when life is brightest and happiest, they will feel they have assumed a sacred function. They will always be ready to bestow much time and study to a careful preparation for a successful discharge of their duties.

From their observation and experience, from their acquaintance with teachers, the Committee are led to remark—and there is no question as to the truthfulness of the remark—that as a general rule, those

who have received their education at our Normal Schools, are our best teachers. They "see that teaching has much to effect beyond the present hour," and that excellence in teaching consists in giving such direction to the mind and heart of the pupil as will tend to secure his best interests. They have habits of invention, of self-reliance, and self-government; they appreciate the relation they sustain to the welfare of humanity. What they do is the result of design, the consequence of a well-directed plan, and wisdom appears in all their works.

Permit, then, the daughters of our citizens who are to become teachers, to receive the liberal culture of such a High School as we may have under the care of Mr. Hunt; then spend a year or more in a Normal School, in which a definite object is kept constantly before them, under all the appliances and influences of the school, and no one can doubt that a good can be accomplished, such as can be secured in no other way. This will appear more clearly, when in their closing remarks the Committee shall speak more fully of the head-master and his duties.

It is also important to suggest that many would be found in the High School who could not afford the time to pursue its full course, but would desire to avail themselves of the privileges of the Normal School, after one or two years' study at the High School. Such pupils, if they give evidence that they may be able to teach well, should be allowed to do this, and prepare themselves to teach in the Primary Schools, and lower classes of the Grammar Schools, while

those who desire to pursue the full course at the High School should be allowed to do so. The Normal School should be graded so as to meet the wants of all who may desire to become teachers. Thus in it there would be no privileged class.

At the head of such a school should be a man of experience, one who would not need to lay down certain rules and regulations, and theorize upon paper in regard to any department of such an undertaking. He should have in his mind plans and methods which have reached results, which are beneficial and remarkable, and which show that he is worthy of confidence and a liberal support. His system, even if peculiarly his own, should be a system not just thought of and devised, but the result of observation and experience. It should have the sympathy of educators, and the confidence of teachers. He should be one who would have a high appreciation of the work of preparing others to teach. Thus would he sow the seeds of virtue and correct principles, and exert an influence in the highest degree salutary to the social, civil, and religious interests of men, which shall be felt to future generations, and tell upon the destinies of multitudes forever.

NOW IS THE TIME FOR CHANGE.

In the history of all communities there are times peculiarly favorable to change, and to an improvement in the conduct of public matters. Circumstances combine to create wants, and at the same time afford the means or opportunities for a full

supply of such wants. Such is the case now in regard to the conduct of the educational interests of our City. We are called upon to notice the demand now made upon us. The want of better trained teachers than our High School affords, is not felt by a few, but is generally recognized, and especially by the masters of our schools. The want is generally recognized,—and it is very certain that the supply can never come from our High School. We ought not to expect it. Five hundred pupils are more than any one person can properly supervise. Mr. Hunt, in addition to his other duties, cannot—he may do it as well as any one could—satisfactorily organize and care for a Normal School, such as Boston ought to have, and such as the cause of humanity demands.

The present time calls for a change, and affords the best opportunity to make it. The area of the City has been greatly enlarged. The demand for teachers in the city is greatly increased. At present many of the Board look away, when they want to secure the best female teacher. This ought not so to be, and would not be, if the masters of our schools and the Committee did not know that Boston has no source to which they can look with confidence. This want should enlist us on the side of right.

The present condition of the Girls' High and Normal School, which is entering upon a fresh history, also affords the best opportunity for the establishment of a distinct Normal School. By the proposed change now, we do not in the least reflect upon Mr. Hunt. We accord to him all praise. We do not imply any

suspicion of his attainments or of his success. He may have quick feelings on the subject, for we know that educators object to having their plans meddled with, and are apt to consider that the allowing that their plans are capable of improvement, may be regarded as an evidence of inefficiency on their part. None of us have any such feeling in regard to Mr. Hunt, and we must not let any feeling on his part stand in the way of conducting our educational affairs in the best possible manner. To propose any alteration of plan to any school is like to meet with opposition; but there are so few difficulties to be met with in initiating and carrying out what is contemplated,—namely, a distinct Normal School,—that we should not hesitate to make the attempt. We must keep up with the spirit of the times, and work upwards and ever onward.

DUTIES OF HEAD-MASTER.

In regard to a High School such as we should have if the proposed change is made, it is but just to remark, that in order to perform the duties of his position well, the head-master of this school, as was said on a former occasion of the master of the Latin School, must be competent not only to so instruct the pupils under his charge that they shall on leaving the school be able to pass a thorough examination in Latin, Mathematics, the Sciences, Literature and in French, and whatever other studies may be pursued by them; but he must act as supervisor of the instruction given by his assistant teachers, of

their methods and knowledge, and at all times be ready to answer the questions which in their study and investigation, they find occasion to refer to accomplished and accurate scholarship. In addition to his knowledge of Algebra and Geometry and the other higher English branches, the head-master of this school, to perform thoroughly the duties of his office, must have acquired sufficient knowledge to fill the chair of almost any of the Professorships in one of our colleges. He cannot, he ought not, to confine himself or his studies to a single department. He must teach to a greater or less degree many, and have an accurate knowledge of them all.

It must also be apparent to those conversant with the great advance made in study during the present century, and with the voluminous works and repeated editions resulting from this activity, that the attainments necessary for the successful discharge of the duties of head-master of such a High School, as we should have under the care of Mr. Hunt, are such as are possessed by very few: such a work is enough for one poor mortal; more may end in failure. Such a school should satisfy him, and we should proceed at once to organize a Normal School, in which those who are to be the teachers of our children, shall be prepared by proper training to enter upon this sacred work with a just appreciation of its importance, and be ready to proceed with clearness and precision, because able to analyze the thoughts of children, to understand the early developed elements of their mental constitution, to meet these developments, and supply their wants.

Thus only can our work be well done. Thus only shall we prepare our teachers to have a good degree of success in their calling. And more than this,—believing that God has made it possible for them to understand the true modes of training the young for their duties and their destiny, and that for every want of the soul God has ordained a supply just suited to that want,—*thus only* shall we prepare them to see the path of duty plain, and minister to the happiness of the young, and help them enjoy the sunshine of life, while they train them for “the emergencies and engagements” of active responsible duty. Thus only shall we regard as we ought the interests of education in this city, the home of our affections and the place of our activity.

OTHER HIGH SCHOOLS.

The schools known as the Roxbury and Dorchester High Schools, are under the care of men of reputation and culture, whose success as educators is well known. The Committee and the community recognize their excellence and value. The Committee can, however, only thus notice them as forming an important part of our school system, and as receiving the attention and support their importance demands. Males and females attend these schools.

No. of High Schools	5
Latin School for boys.	
English High School for boys.	
High and Normal, for girls.	
Highland High School for boys and girls.	
Dorchester High School for boys and girls.	

Number of school-houses for High Schools	4
School Rooms, 28 ; halls, 4 ; seats, 1,220.	
Number of teachers in High Schools	55
Male teachers, 30 ; female teachers, 25.	
Increase for the year	11

GRAMMAR SCHOOLS.

The writer of this sketch has been connected with the schools of Boston since 1839, and has witnessed the improvements which have been introduced into them from that time to the present. The most important change was the abandonment of the "double-headed system," and placing each school under the care of one master, with such assistants as might be required. This change has secured a better classification and better discipline. Another change, which may not be an improvement, was the adoption of the system of large schools, each numbering from 700 to 1,000 pupils. We commend to the consideration of the City Council and the School Committee, the judicious remarks on this subject, to be found in the reports of the Superintendent of Schools. It is perhaps not the most economical nor the wisest arrangement. The masters of the largest of our schools can do little else than act as supervisors of their subordinate teachers. Another improvement introduced is, in so arranging the rooms in the construction of the Grammar school-houses, that each class is by itself. The master is assisted in the instruction and management of his class by a lady of culture and refinement,—none other should be employed,—who brings an influence which the boys

especially need. Still we have sometimes thought that the instruction thus imparted is not quite as comprehensive and thorough as when given by an earnest and faithful man. There may be a tendency on the part of some of the masters to rely too much upon what this head-assistant may do. If such *be* the fact, we would not change the arrangement at present, nor would we ever take from these older boys the influence of woman, nor from the older girls the influence of man. We trust, however, the time is not distant when much of the work which now devolves upon the masters shall be accomplished by additional superintendents, which will enable them to render more direct personal instruction. Vocal culture, physical training, and vocal gymnastics have also been adopted as a part of the school training for all the classes of our Grammar Schools.

The most recent improvement is the introduction of the programme of study prepared by the Superintendent, under the direction of this Board. Its practical working and its good results are not to be questioned.

These and other changes and improvements in the organization and conduct of the Grammar Schools were fully examined and carefully considered before their adoption; therefore progress has been certain. Every proposition for improvement has been adopted by a large majority of the Board, when recommended by the special committee whose duty it was to examine and weigh its merits. In

the management of this great interest of public schools, the Committee have sought the best way; improvement has been their constant aim.

Number of Grammar Schools	36
For boys 10 ; for girls, 10 ; for boys and girls, 16.	
Increase for the year	8
Number of school-houses for Grammar Schools	36
School-rooms, 414 ; halls, 30 ; seats, 22,854.	
No. of teachers in Grammar schools	466
Male teachers, 70 ; female teachers, 396.	
Increase for the year	46
Whole number of pupils	19,023
Average daily attendance	17,807
Cost per scholar for tuition	\$21.67

See the Superintendent's last Report for summary of statistics.

PRIMARY SCHOOLS.

A brief notice only can be given of these, as of the other schools. A citizen of Boston, a gentleman of intelligence and sincerity, for many years a member of the Primary School Board when it existed as a distinct body, visited in 1856, in company with friends from Scotland, several of our Primary Schools. In 1868, he again visited several of the same schools, with the same friends, and they all remarked with surprise the change and improvement apparent in the classification, instruction, and discipline of the pupils, and in the bearing and influence of the teachers.

These schools have received direct and uniform supervision from the Superintendent. He has seen them under favorable and unfavorable circumstances,

on pleasant and stormy days, and at all seasons of the year, and has learned their condition and wants. He has also met the teachers and made known to them what was well, and what was defective or wrong; the effect of which has been to secure, in an eminent degree, unity of thought and action, and awaken the desire and purpose to pursue a course which promises ever something better. Mention is here made of some of the improvements in the conduct of these schools. A complete "Programme of studies for the several classes, has been introduced, defining with distinctness the work to be done by each teacher, and thus greatly increasing the efficiency of her instruction by providing a standard by which her work may be, to a reasonable extent, tested." Desks and comfortable seats have taken the place of the arm-chairs, in use many years. The "Primary slates," most important helps to progress, have been introduced. The "Primary tablets," designed to facilitate instruction not only in writing, but also in most of the other branches taught in these schools, have also been introduced.

Systematic instruction is given in Vocal Music under the care of an accomplished teacher. Physical training and Vocal Gymnastics are features prominent in these as well as in all our schools, of a systematic effort to secure "the health and vigor of the schools, a graceful carriage of the body, proper habits of breathing, also development of the voice, good reading, speaking and singing." These are recent improvements, and steps in the right direction, and there is

reason to believe that the Primary Schools are accomplishing the purpose for which they were established, quite as well as those of higher grade.

The teachers of these schools have to do with the young when life is brightest and happiest. Let them appreciate this, and remember how closely they are bound to their pupils for good or for evil. Let them consider the influence of character. Let them consider that the *choice* of character, by the blessing of heaven, may be within the control of the will, but that the influence of character itself is beyond the control of the will.

What a teacher is, is ever photographing itself upon her pupils, and she cannot help it. "If her heart glows with love, its warmth will radiate." "If she is selfish and cold, the cold will chill the air all around." She may not think of this; she may even be unconscious of it; but it cannot be questioned. "The instructor who loves most and is loved the best, will commonly prove to be the most efficacious."

Number of Primary Schools	823
Increase for the year	16
Number of Primary school-houses now occupied	67
School-rooms	333
Seats, about	18,000
Number of teachers in Primary Schools	824
Increase for the year	15
Average whole number of pupils belonging to Primary Schools : Boys, 7,986 ; Girls, 6,451	14,739
Average daily attendance	13,889

INFLUENCE OF CHARACTER.

This subject has been alluded to in the preceding article, but more should be said, that teachers may be led to understand and recognize in all their plans and purposes, in all their aims and objects, the relation they sustain to their pupils — a relation of obligation and dependence. Life begins and goes on for years, cared for, and sustained and guided by others. The young immortal given to a parent's charge calls forth the expression and offices of tenderness and love, because of its very helplessness. There is beauty and power in this sentiment. Teachers of young children should consider and hold fast to this truth, content to perform even the humblest of their duties faithfully and well. They should remember, that the dependence of pupils upon teachers, is like that of children upon parents. This is a simple truth, and should be cherished as a vitalizing principle.

A feeling of sadness steals over the soul as we remember how little any of us appreciate the influence of character. It is sad that we think no more of the process by which a man becomes what he is. The sum total of one's words and thoughts, of his desires and aspirations, his prayers and resolutions, what he does and what he omits to do — that which makes him what he is, is reached so silently, that it secures but little regard from himself or others. Yet it is a matter of deepest interest and importance. None is more important for teachers to consider. Nothing in character is ever lost. It exerts a positive influ-

ence upon others. Especially is this true of the character of a teacher, for its influence is exerted upon the most impressible materials.

"Human agency can cause the atoms of matter to pass from one state to another, or from one combination into another; but to destroy them requires the same infinite power which called them into existence. The various forms of matter may be ground to powder, or dissipated in vapor: animals and plants may die and be decomposed, their particles may return to the common earth, or float invisible in the air, but they are not lost; they enter into an infinite series of new combinations, and reappear in other forms of beauty and life. In the ceaseless round of change, not an atom is destroyed or lost." So, in a higher sense, the simplest word, thought, or deed, never dies. Noticed or unnoticed, it lives, telling upon the destinies of men forever. So, too, the *influence of character*. It is just as sure and positive as any influence in nature.

In harmony with this sentiment is the remark that there is a charity due to scholars, which some instructors do not seem to recognize. This charity demands that teachers act from right principles and for noble ends. Men have made shipwreck of their character, and have dated their departure from virtue by imitating others, whom they thought wiser and better than themselves. It is true, one cannot exactly prescribe rules for another. One book only furnishes sufficient and sure rules for every person, at all times and under all circumstances.

“ Be what thou seemest, live thy creed,
Hold up to earth the torch divine ;
Be what thou prayest to be made,
Let the great Master’s steps be thine.”

Permit the Committee still further to remark, that notwithstanding the truth they have been considering is one of present and never-ending interest, men—yes, teachers— are apt to look away from it, as not worthy their regard, or as not having any personal application. This is a sad mistake. A teacher’s character is a tremendous power, and he is responsible for it. The fact of such influence is recognized by the common sense of any enlightened community. Personal responsibility is as clearly a matter of consciousness. We are useful, or not, as the result of character. This, as has been said, is partly within the control of the will, and partly beyond it. That which is within the will, is the choice of character. That which is beyond the will, is the influence of character. A teacher can choose to have a good character, and its influence will be good, necessarily. He may choose, so can any one, to have a bad character, and its influence will be bad, necessarily. What a teacher is, is ever impressing itself upon others. If he is animated by the spirit, and warmed with the love and aspirations of a true and lofty soul, his power will be felt and vivify all within his reach. Heat will radiate, and you cannot help it. An icy breath will chill and freeze, and you cannot help it. Teachers cannot govern the power of character. It is ever *photographing* itself upon their pupils, and they cannot help it.

What, then, is the practical lesson of this brief discussion? What is the chemistry which will turn all that instructors do to others, and all that others do to them, into blessing? It is *character*.

EVENING SCHOOLS.

Many of these schools are accomplishing their purpose well. In their organization, management, and cost, inexperience is at first a hinderance to complete success. Still, the citizens of Boston will be glad to know that hundreds of boys and girls, children of orphanage, intemperance, and want, have found in them an asylum into which they may retreat from the storms with which the sky of their youth is overcast. Were they not in these schools they would be in the streets, exposed to danger, vice, and crime. Men and boys, women and girls, whose education has been neglected, and who have to work during the day, are regular in their attendance, and quiet and attentive to their studies. One school shall be noticed. This school begins on the first Monday in October, and continues six months. It consists of a male and female department, and holds four sessions each week, two for each department. Many of the men have attended four evenings each week. Both departments have been as orderly as many of the public schools. The teachers have expressed their pleasure and satisfaction on this account, and have devoted themselves to the interests of their pupils. Many of the boys and girls, as well as adults, have made progress in their studies, alike creditable to

themselves and to the school. They are among those who have attended the school regularly for two or three sessions, and have so given themselves to study, as to receive the confidence of all most interested in them. Others have learned to read and write, who did not know the alphabet well, and who could not use the pen when they first entered the school.

It is not necessary to speak more fully of this part of our school work. It is a way of doing good which must secure approbation. It is adapted to make the young and the more advanced in life, wiser and better, to strengthen them intellectually and morally, to correct their habits, to refine and elevate them in their social capacity, and indeed in every other respect. May these thoughts inspire us with sentiments of gratitude, sympathy, and love!

The Evening High School for males and females has been a great success, and hundreds have received the benefit of its influence and instruction.

INDUSTRIAL SCHOOLS.

This subject has been considered and reported upon by a special Committee; and there is no doubt that, in due time, such arrangements will be made, and such results reached, as shall give greater value to our schools in the facilities they will afford for the better preparation of children for their future.

Every school should be to a greater or less degree an industrial school, that the children of all classes may be instructed in the utilities of life, and be taught

to look seriously at work, and regard it when worthily performed, as honorable in all conditions of society. The intention is to give such instruction in the arts of useful employment, as will enable them to meet the duties and emergencies of life, and be helps and not burdens to themselves and others, when adversity comes.

Attention is called to the very excellent Report on the subject presented to the Board of School Committee by Mr. Shackford, and which is printed for the information of all interested to read it.

SCHOOLS FOR LICENSED MINORS.

Two schools for licensed minors were established three years since. Boys licensed to sell papers or black boots on the streets, are admitted to their privileges. Under the care of teachers well qualified for the work, these schools have accomplished good results. The boys are not only taught many of the branches usually pursued in our Primary and Grammar Schools, but also lessons in morals and good manners. Many of the most rude and neglected have been the most punctual, and any one familiar with them could not fail to see how much they have been affected and benefited by the disinterested and faithful instructions of their intelligent and devoted teachers. The Committee feel confident that these schools will continue to be a success, provided the proper officers are earnest and faithful in looking after and caring for those who are disposed to violate the city ordinance in reference to "Licensed minors."

SUPERINTENDENT OF SCHOOLS.

The proposition to appoint a Superintendent of the Public Schools of Boston was discussed in the City Council, and in the School Committee, for several years, before it was adopted. The papers of the day entered fully into the consideration of the subject, and the public mind was deeply interested. After mature deliberation, the office was instituted by the School Committee in April, 1851; and on the 13th of May following, the first Superintendent of the Public Schools was elected. The office was instituted with the belief that "it would add greatly to the efficiency and usefulness of our public schools." Twenty years of its activity have shown that this was a wise judgment. The present incumbent has occupied his position for nearly fourteen years. During the time of his connection with the schools many important changes have taken place. The Primary Schools have very decidedly and profitably felt his power, as the instructors and Committee well know. Their condition has been improved, not so much by great and marked events, as by more unnoticed and constantly recurring changes for good.

Much is due in other respects to the influence of the office. It is a source of information to teachers, to parents, and to the Committee. It helps more than anything else to model our schools, and affords comfort and strength to those employed in them. It forms and deepens a general interest in education, by the able reports which it sends forth. The influence

of the office has been to advance public instruction, not only in our own City, but throughout the State and Country. Its reports—the only source from which can be learned the true condition of our schools—are published and highly appreciated in other lands. To these we are indebted for much practical knowledge, for better sentiments on matters of school instruction, and for many things, which, as steps to future progress, or important as an end and principle, lead to eminence and usefulness. These reports are themselves evidence of the truth of what has been said.

Notwithstanding the devotion of the Superintendent to the duties of his calling, it is evident to those most familiar with our schools, that they demand and should receive the benefit which additional supervision, wisely directed, could not fail to secure. The city of New York employs five Superintendents of schools. One of them receives a salary of \$4,700; two, a salary of \$4,200 each, and two, a salary of \$3,600 each; and no one familiar with the results of such supervision in that city, would hesitate in regard to its continuance and encouragement as a power for good, which can be secured in no other way. Would that our city were in the same manner favored. We expend \$4,000 for school supervision: New York more than \$20,000. The city of Chicago, with a less number of scholars than Boston, has two Superintendents, with several clerks connected with their office. St. Louis has two.

The compensation of these men in all these cities is liberal, and theirs is a wise economy.

EXPENDITURES.

The School Committee have control of a part only of the expenditures for school purposes. They are, however, often spoken of, even by members of the City Council, as not having a proper regard for an economical management of our schools. The salaries of the teachers and other officers employed by them are under their control, and will probably never be less than at present. The erection and cost of school-houses are under the entire control of the City Council; and if there has been an expenditure the propriety of which might be questioned, it is that which has been made, for several years past, in the erection of very costly structures, when perhaps two-thirds of the amount expended would have accomplished all that was needed. The amount expended by the School Committee, the past year, above the salaries of the teachers and other officers, does not exceed \$53,389.80. The City Council has expended the past year, for school purposes, \$816,615.01; and until the School Committee shall have control of matters properly belonging to them, they should not be held responsible for it, if the cost of the schools is unreasonable.

The amount paid by the School Board the past year, for salaries of teachers and other officers, is,	\$729,745 68
For all other expenses	53,389 80
Total	\$783,135 48

The amount paid by the City Council for the erection of school-houses for the past year, is	\$612,337 86
For other school purposes	204,277 15
Total	\$816,615 01

From the above statement it will be seen that more than half of the money appropriated for schools has been controlled by the City Council. It will also be seen that the expenditures under the control of the School Committee can never be less than they now are. And it will also be seen, that the expenditures, under the entire control of the City Council, have been for the erection of very costly and highly ornamental school buildings, and for other school purposes. It is not *asserted* that these expenditures have been wasteful; but it is believed such expenditures might have secured better results, if the City Council had not listened with so much indifference to the suggestions of the Committee.

Other matters of interest and importance might be noticed; but the Committee deem it best that the reports on the most important subjects which have been made during the past year, should be printed in connection with the Annual Report, that the citizens of Boston and of the Country may understand and appreciate the spirit which animates and controls the School Committee of Boston in the conduct of their schools. They ask a careful consideration of these reports, and also those of the Superintendent of Schools. They do this, confident that any person competent to judge, will see in

them evidence that generally our schools are well conducted, and are in an eminent degree accomplishing the purpose for which they were established.

LORING LOTHROP, *Chairman.*
GEORGE D. RICKER,
WILLIAM POPE,
MOODY MERRILL,
SAMUEL G. BOWDLEAR,
JOHN S. H. FOGG.

R E P O R T S
OF THE
COMMITTEES ON THE HIGH SCHOOLS,
FOR THE SCHOOL YEAR ENDING AUGUST 31, 1870.

LATIN SCHOOL.

THE Committee on the Public Latin School respectfully submit their annual report.

The average number of pupils in this school the past year has been two hundred and twenty-seven; the average attendance, two hundred and fourteen; the per cent of attendance, ninety-four. Twenty-seven members of the first class received the graduating diploma at the close of the year, and the Franklin medal was awarded to eight young gentlemen who had distinguished themselves for good deportment and superior scholarship. Of the graduating class, twenty-one entered Harvard, two Brown, two Amherst, one Wesleyan University, one Institute of Technology, one St. Mary's, one Private School, one Medical School, and four went to business.

Francis A. Harris and William C. Simmons, sub-masters, resigned their positions at the close of the school year, 1869-70.

The Committee on High School Education for boys, after a careful and prolonged consideration of the course of studies suitable for an institution sustaining the reputation accorded to the Latin School, have matured a programme which it is expected will meet with the general approval of the School Board, and be adopted at the beginning of the next school

year. The changes contemplated are numerous, and embrace a much wider range of study than has heretofore been attempted by any classical school in this country. As extensive and varied, however, as is the course to be recommended, it is not superior or even equal to the curriculum of study adopted in schools of a similar class in England and upon the Continent.

The course of study, if adopted, will necessitate a preparation materially in advance of what has been heretofore required; and it is presumed that many who may apply for admission, will not be able to go on with the work as laid down in the new programme. It will be for the committee to determine how far to require such to come up to the standard marked out for the sixth class, or what disposition to make of them. Time and patience will be necessary, especially on the part of the teachers, to bring about changes so radical; and, perhaps, but little more than a beginning in the direction indicated, will be attempted the coming year. As the requirements for admission become known, we may look for a class of boys more mature and better fitted than have been the majority of pupils who have entered this school in past years.

The course of study suggested will require the addition of several new teachers to the already efficient corps of instructors. The whole matter is somewhat a question of experiment. Whether the boys of this city have the physical stamina requisite for the attainment of high scholarship, and whether

they will be willing to apply themselves to the hard work necessary for the successful prosecution of the plan of study proposed, and thus keep the institution where it has always been, foremost among the classical schools of this country, and on a par with European schools of a corresponding grade, are questions the future will determine. In the mean time, the Committee on High School Education for Boys, to whom the matter of study to be pursued in the High schools of the city has been committed, will receive the aid and assistance of the committee on the Latin school, in putting into execution whatever plan may be finally adopted.

The committee are working for the best good of the boys who may seek in this institution a suitable preparation for a university education; and should the changes proposed secure this result, they will find therein an ample recompense for the time and labor, by no means inconsiderable, which they are giving to this much respected and honored seat of learning.

HENRY S. WASHBURN,
Chairman Latin School Committee

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE LATIN SCHOOL, SEPTEMBER, 1870.

HEAD-MASTER.

FRANCIS GARDNER.

MASTERS.

AUGUSTINE M. GAY,	JOHN S. WHITE, JR.
MOSES MERRILL,	CHARLES J. CAPEN,
JOSIAH G. DEARBORN,	WILLIAM T. REID.
A. H. BUCK,	

SUB-MASTERS.

JOSEPH W. CHADWICK,	WILLARD T. PERRIN.
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SPECIAL MASTERS.

GEORGE W. MINNS,	GEORGE W. PIERCE.
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INSTRUCTOR IN FRENCH.

PROSPÈRE MORAND.

INSTRUCTOR IN DRAWING.

CHARLES A. BARRY.

INSTRUCTOR IN MILITARY DRILL.

LIEUT-COL. HOBART MOORE.

PUPILS.

FIRST CLASS.

Abbot, Samuel Leonard
Barnard, Howell
Broughton, Henry White
Bush, Deblois
Campbell, William Taylor
Campbell, Frank
Clark, Charles Lowell
Clark, Lester Williams
Comee, Frederick Robbins
Dam, Ashton Leslie
Dana, James
Delaney, Michael Francis
Dumaresq, Frank
Ellis, Arthur Blake

Faucon, Gorham Palfrey
Kendall, Arthur Sherwood
Kidner, Reuben
Lane, John Chapin
Lord, Charles Chandler
Milton, Henry Slade
Monks, George Howard
Norcross, Grenville Howland
Parker, Samuel Hale
Prince, Morton Henry
Smith, Hamilton Irving
Warren, Henry L. J.

SECOND CLASS.

Bacon, Daniel Carpenter
Baxter, Joseph Nickerson

Bicknell, Edward
 Blaikie, Josiah Alfred
 Botume, John Franklin
 Carter, John Henry
 Corcoran, Lawrence Michael
 Cunningham, Stanley
 Dodd, John
 Drew, Frank Haynes
 Eldridge, George Homans
 Farnsworth, William
 Gardiner, Edward Gardiner
 Giles, George Lindall
 Giles, Jabez Edward
 Hinkley, Holmes
 Hooper, Horace Nathaniel
 Jackson, Oscar Roland
 Jaques, Henry Percy
 Leland, Willis Daniels
 Meins, Walter Robertson
 Pray, John Wheelock
 Thompson, Newell Aldrich
 Troy, James Bernard
 Washburn, Marshall Prince.

THIRD CLASS.

Bell, William McPherson
 Bigelow, James Edward
 Brett, John Quincy Adams
 Campbell, Newell Rogers
 Cheney, James Loring
 Currier, Charles Gilman
 Cushing, Hayward Warren
 Cutler, Frederick Waldo
 Cutler, Walter Marshall
 Cutter, Edward Jones
 Dolbeare, Albert Henry
 Dorr, Benjamin Humphrey
 Fulton, Frank Edward
 Grover, Preston Herbert
 Hartnett, John Francis
 Jacobs, George Edward
 Litchfield, William Harvey
 Morse, Edward Leland
 Nightingale, Willard Eli
 Parker, Arthur Taylor

Pierce, Matthew Vassar
 Pierce, Quincy
 Russell, Walter Herbert
 Sanford, Alpheus
 Sherman, Addison Monroe
 Sherman, Thomas Foster
 Stetson, Joshua
 Stevens, Oliver Crocker
 West, Edward Graeff
 Whitcomb, Charles Wilbur
 Williams, Frank Herbert
 Wright, Frank Vernon
 Young, Reginald Heber.

FOURTH CLASS.

Allen, Willis Boyd
 Andrews, Willie Edward
 Beaty, George Warren
 Burbank, William Henry
 Crowley, James Linus
 Dana, Francis
 Davis, Frederick Sumner
 Dorsey, James Edward
 Eaton, Harold Bayard
 Gay, Frederick Lewis
 Gibson, Charles Swasey
 Grant, Patrick
 Homans, John
 Hooper, Arthur
 Jaques, Herbert
 Jones, Edward Arthur
 Lodge, Richard Walley
 Lovejoy, John Francis
 Lyman, Gerry Austin
 McMichael, Willis Brooks
 Meinrath, Joseph
 Miller, Charles Edward
 Mitchell, John Singleton
 Montague, Frazer Livingston
 Montague, Henry Watmough
 Murray, Theodore Randolph
 Nickerson, Frederic Obed
 O'Dowd, John
 Pierce, Ebenezer Nelson
 Power, David Ewin
 Reed, James Munroe

Ross, George Whiting
 Russell, Thomas
 Simmons, Thornton Howard
 Sparrell, Rufus Edwin
 Stackpole, Edward
 Tappan, Herbert
 Thayer, Frank Bartlett
 Tower, David Bates
 Wheeler, Henry
 Wilson, William Henry.

FIFTH CLASS.

Archibald, Blowers
 Bowen, John Templeton
 Bush, Arthur Phillips
 Chandier, Frederick Emerson
 Churchill, John M. Brewer
 Coolidge, William Williamson
 Crosby, Edward Harry
 Dewey, Arthur Waldo
 Dillenback, Hiram Irving
 Dunham, Harry
 Everett, Edward
 Fenno, Lawrence Carteret
 Gorman, John William
 Hayden, Edward Everett
 Hayden, Rollin Thorne
 Jordan, Eben Dyer
 Lindsay, William
 Mitchell, James William
 Newton, Edward Wood
 Pasco, Lewis Albert
 Payson, William Hawes
 Roche, Patrick Joseph
 Shaw, Allerton
 Slade, Dennison Rogers
 Smith, Donald Kennedy
 Smith, Herbert Roberts
 Somerby, Samuel Ellsworth
 Stearns, Edwin
 Talbot, George Park
 White, Frank Davis.

SIXTH CLASS.

Section A.

Andrews, Clement Walker

Clark, Arthur Jameson
 Cummings, Thomas Harrison
 Davy, Charles Lewis
 Hayes, Arthur Clarence
 Hunt, Edward Browne
 Miller, George Stow
 Morris, John Gavin
 Nash, George Miner
 Page, Henry Deeley
 Tebbets, John Sever
 Wade, Robert Stowe.

Section B.

Alger, Philip Rounseville
 Allan, Arthur Gerrish
 Anthes, August
 Barstow, Henry Taylor
 Bennett, William Dennis
 Bicknell, Wm. Harry Warren
 Brigham, Arthur Austin
 Brooks, Edward
 Bush, Harry Sturgis
 Bush, William Caine
 Bush, Walter Murray
 Butterworth, Frank Albert
 Churchill, Charles Benjamin
 Clark, Louisa Munroe
 Comer, Charles Evelyn
 Danielson, Emil Augustus
 Dix, Frank Milo
 Drew, John Francis
 Estle, William Loyd
 Fagin, David Leonard
 Fagin, James Henry
 Farwell, Parris Thaxter
 Fenno, Norman Fracker
 French, George Edgar
 Frost, Charles Ballou
 Frost, Edwin Thomas
 George, Alvin
 Gould, Junius Benton
 Hastings, Henry Marchant
 Hawes, Edward Southworth
 Holbrook, Olin Adams
 Holder, Frederic Blake

Johnson, James William	Stetson, Clarence
Kibbey, John Drew	Stevens, William Stanford
Kibbey, William Beckford	Strong, George A.
Lane, Charles Stoddard	Thayer, Henry James
Loring, Prescott	Tilton, Joseph Brown
Lowther, George William	Towle, Charles Frank
McLaughlin, John Peter	Tracy, William James
Means, Charles Johnson	Trouvelot, George Hippolyte
Morse, Warren	Warren, Charles Everett
Pfaff, Charles	Warren, Eugene Montressor
Reid, George M.	Wells, Charles Luke
Reynolds, John	Whitney, Willie Lincoln
Richardson, John	Whitridge, Roland Barker
Richardson, Josiah Browne	Wilbur, John Fremont
Roche, John	Wilde, Edward Cabot
Rogers, John Thomas	Wilde, George Cobb
Ruffin, Hubert	Wyman, Charles Albert
Salom, Edgar Louis	Wyman, James Tyler.
Sanders, Orren Burnham	
Savage, Henry	
Sawyer, Herbert	
Sawyer, Jacob J. A.	
Shea, John Joseph	
Slade, Henry Bromfield	
Smith, Hamilton Sutton	
Smith, Walter Allen	
Sonrel, Louis Agassiz	
Spalding, George Frederic	

SUMMARY.

First Class	.	.	.	26
Second Class	.	.	.	25
Third Class	.	.	.	33
Fourth Class	.	.	.	41
Fifth Class	.	.	.	30
Sixth Class	.	.	.	89
Total	.	.	.	244

ENGLISH HIGH SCHOOL.

THE Committee on the English High School, in submitting their annual report, have much satisfaction in saying that the school is and has been throughout the school year 1869–70, in good condition, and has suffered less from the introduction of a new Head-Master, and one or two new teachers, than might have been expected.

Mr. C. M. Cumston, acting Head-Master at the opening of the school in September, 1869, and elected to that office in November following, brought to the execution of that trust the experience of a long connection with the school as sub-master, great energy and force of character, a large executive ability, a hearty interest in the school, and a determined purpose that no efforts should be wanting on his part, not only to sustain its reputation, but to increase and enlarge its usefulness; and he has been carrying out this purpose with earnestness and fidelity, well seconded in all his efforts by an equal earnestness, fidelity, and a hearty co-operation on the part of all the other teachers.

The school is maintaining, therefore, the high standing and character it had reached under the late Mr. Thomas Sherwin, while some changes have been introduced in the course of study and instruction,

which give it greater breadth, and make it more interesting and useful to the pupils.

One of these is thorough and systematic instruction in English Language and Literature, begun when the pupil enters the school, and continued through the three years of his attendance. Some oral, desultory, and incidental instruction in this department has generally been given, particularly in the last year, to the first class; but as there was no system adopted and no special time assigned, the amount of instruction varied, was always inadequate, and was often entirely crowded out. Instruction in this department has now been systematized, with a text-book and a regular course of studies and lectures for each year; and the result thus far has been very favorable. The pupils are much interested in this study; it seems to refresh, invigorate, and enlarge their minds, so that in Algebra, Geometry, and the higher mathematical and scientific portions of the course, they have not fallen behind the attainments of former years, notwithstanding the time taken for English Literature. The same may be said in regard to another department, Physical Geography. The instruction given under this title has been enlarged and systematized, and the general elements or principles of Botany, Mineralogy, and Geology successfully taught.

The good effect of these and other changes is seen in the increased interest of the pupils, and their continued attendance through the three years' course. The school has suffered far less than usual the past year from pupils leaving or withdrawing

from the school, and the average attendance has been greater. For several years the number leaving the school without completing the course has been gradually diminishing.

In 1865-66 it was	29 per cent.
1866-67 "	26 "
1867-68 "	25 "
1868-69 "	24½ "
1869-70 "	20 "

But three boys have left from the first class during the year, and those from the second division; from the first division not a boy has left; and this, it is believed, is an unprecedented fact in the history of the school.

The number attending the school the past year was three hundred and sixty-one, of whom sixty-one, the whole of the first class, after a thorough examination, received diplomas and graduated at the annual exhibition in July last. To fourteen of these, Franklin medals were awarded,—the award being determined not simply by the result of the annual examination, conducted by the Committee, but by this result in conjunction with the marks or credits given by the teacher during the year. The award is believed to have been in harmony with the judgment passed by the pupils themselves on their relative rank.

The exercises at the annual exhibition were interesting and satisfactory, enlivened, for the first time in the history of the school, by music, to which some attention has been given under the direction of Mr.

Brown, one of the sub-masters. The Committee propose hereafter to have regular instruction in music, under the auspices of the Committee on Music, by some one of the music teachers whom they may designate.

At the examinations for admission to the schools held in July and September, two hundred and eighty were admitted. The examination is conducted in writing, and any candidate having seventy per cent correct in his answers is admitted unconditionally; any falling below that are admitted with conditions or upon trial. Of the two hundred and eighty applicants

200	received over	70 per cent.
47	" between	60 and 70 "
20	" "	50 and 60 "
7	" under	50 "

and of these seven, 3 received over 49 "

Of the two hundred and eighty admitted, two hundred and forty-five joined the school; which, with sixty-seven remaining in the first class and one hundred and forty-three in the second, makes the whole number four hundred and fifty-five, and will authorize and require under the rules, the appointment of two or three additional sub-masters. These being selected, with its large increase of numbers, the prospects of the school for the ensuing year are in every way encouraging. The English High School is not perfect, but it is a good school, hopeful and progressive in its condition. It has a corps of teachers interested, faithful, competent, efficient, each doing well in his department, having the confidence and

affectionate respect of those under his especial charge, and showing himself to be the controlling power and inspiration of his room. It has a large body of pupils, all of whom, with very insignificant exceptions considering their number, are doing well, having a good measure of enthusiasm in their studies, a cheerful, hearty interest in their own improvement, and an *esprit de corps*, that aids, or rather renders easy, the discipline of the school, and tends to keep up a high standard of character and conduct among them. The whole is supervised with wisdom, energy, and practical ability by the Head-Master, whose influence is felt in every department of the school. It is doing a good work, and meeting the wants and wishes of the community. Its great requisite now is a suitable, convenient, and appropriate school edifice. The old building in Bedford street accommodates only about half the school, and the other half is in the old Mason street school-house. This division destroys the unity of the school, is inconvenient, and in various ways operates injuriously upon teachers and pupils. This matter has already received the serious attention of the Committee on School-houses, and it is earnestly to be hoped, that under the auspices of that committee, measures may speedily be taken to provide the English High School with a new school edifice adapted to its character and necessities.

Respectfully submitted.

S. K. LOTHROP,

Chairman.

October, 1870.

**CATALOGUE OF THE TEACHERS AND PUPILS OF THE
ENGLISH HIGH SCHOOL, SEPTEMBER, 1870.**

HEAD-MASTER.

CHARLES M. CUMSTON.

MASTERS.

LUTHER W. ANDERSON.

MOSES WOOLSON.

GEORGE H. HOWISON.

SUB-MASTERS.

ROBERT EDWARD BABSON.

ALBERT HALE.

LOUIS HALL GRANDGENT.

NATHAN ELLIOT WILLIS.

CHAS. BRADFORD TRAVIS.

JOHN P. BROWN.

CHAS. JAIRUS LINCOLN.

ALONZO G. WHITMAN.

CHAS. HENRY CUMSTON.

JOHN OSCAR NORRIS.

TEACHER OF FRENCH.

NICOLAS FRANCOIS DRACOPOLIS.

TEACHER OF DRAWING.

HENRY HITCHINGS.

TEACHER OF MILITARY DRILL.

COL. HOBART MOORE.

PUPILS.

FIRST CLASS.

Allen, William Earl, jr.

Arbecam, Burtis Lacey

Armstrong, Frank Harper

Baxter, Warren White

Bennett, George William

Blanchard, Arthur Elbert

Brennan, Michael Francis

Briggs, William Clarence

Brigham, Hubbard

Brooks, Charles Howard

Burley, Orlando Harriss

Cardell, Frank Delgado

Dailey, James Austin

Demond, George Albert

Dennie, Tracy

Denny, Charles Thomas

Dexter, Parkman

Donovan, John Edward

Dorr, Edgar Sutton

Dupee, Horace Gardner

Eaton, David H.

Eaton, William Storer, jr.

Ellis, Charles Adams

Emerson, Nathaniel Waldo

Fishel, Isaac Samuel

French, Frank K.

Goodale, Thomas Trefethen

Goodale, Charles Warren

Goodwin, Isaac Henry

Gorman, William Henry
 Hay, Clarence Ellery
 Jantzen, James William
 Livingstone, Charles Henry
 Lord, Charles Viets
 Middleby, John Henry
 Mozart, William Jacob
 Nay, Winslow Parcher
 Nightingale, Frank Herbert
 Norton, Frank Sylvester
 Peirce, George Webster
 Pierce, John Edwin
 Pierce, Wallace L.
 Pinkham, Ellis Guild
 Poole, Chas. Harrison Stedman
 Powers, James Frederic
 Prescott, Frank Webster
 Quimby, Ralph Allen
 Read, Harry Eugene
 Rogers, Frank Butler
 Ross, Arthur Jeremiah
 Roundy, William Albert
 Sanborn, Frank Albion
 Shackford, George Alonzo
 Smith, Joseph Henry
 Smith, William Frederic
 Sparhawk, Clement Willis
 Stebbins, George Francis
 Stevens, Harry
 Stumcke, Charles Edward
 Sturgis, Robert Shaw
 Tower, Augustus Clifford
 Towle, John Francis
 Tyler, Charles Henry
 Wallis, George Francis
 Welch, Robert Francis
 Whorf, Warren Leonard
 Willard, William Parker
 Wright, Walter.

SECOND CLASS.

Arnold, Charles Henry
 Austin, Thomas Henry
 Austin, William Downes
 Bailey, George Cook
 Baker, Jesse Young

Bellamy, Benjamin
 Bicknell, Frank Martin
 Bowman, Benjamin
 Boyden, Samuel Swett
 Boyle, Patrick Francis
 Brackett, Frederick Harrison
 Brewster, Henry Milton
 Brigham, Oliver S. Chapman
 Brown, Charles Dutton
 Brown, George Henry
 Brown, John A.
 Bunton, George Augustus
 Burnett, Henry Addison
 Buss, Edward Augustus
 Cahill, William Henry
 Callaghan, Edward Joseph
 Carr, John Francis Henry
 Carter, George Nelson
 Chapman, Herbert B.
 Chick, Albert Brackett
 Cleaveland, Frank Deming
 Cleaves, James Henry
 Cobb, Webster
 Colby, Joseph Otis
 Conley, William Henry
 Conroy, Thomas James
 Cook, Edgar Alfonzo
 Copeland, Gardner
 Coughlin, Charles Henry
 Covill, William James
 Crockett, Frank Prentice
 Crooker, Ralph, 3d
 Currier, George Warren
 Deland, Lorin Fuller
 Doherty, Cornelius Frederick
 Donahoe, Charles William
 Driscoll, John E.
 Esbach, Harry William
 Fenderson, Lory Bacon
 Fernald, Frank E.
 Fiske, William Jr.
 Fogg, Herbert F.
 Fowle, George Edwin
 French, Abram D.
 French, William Sydney
 Gassett, Walter

Goodwin, James Henry
 Harding, David Baker
 Harrington, Peter James
 Hayford, George Warren
 Hendrie, Charles J.
 Herlihy, Cornelius Francis
 Herrick, Edwin Hayden
 Hickey, Eugene Daniel
 Hickey, Patrick William
 Hill, Joseph Mansfield
 Holland, John Bernard
 Hourihan, Timothy Joseph
 Hovey, Edward Clarence
 Hunt, Ellery Wellington
 Jackson, George Edward
 James, Edwin Irving
 Jarvis, John Bradbury
 Jenny, Walter
 Kean, William Lawrence
 Kelley, Stephen James
 Kellock, James Bryden
 Laforme, Joseph Louis
 Lavery, George Louis
 Lavery, John Joseph
 Leighton, Frank H.
 Leland, Joseph Daniels, jr.
 Levi, George Spitz
 Lewis, Harry Ashmeade
 Lothrop, Edward Newton
 Lynch, James Frank
 Maguire, Thomas Ambrose
 Marshall, Herbert W.
 Marten, Hubbard Davis
 McAlevy, Sylvester Ambrose
 McDonald, Frank Herbert
 McLean, Frederic Emerson
 McPherson, Charles Jacob
 Middleby, Joseph
 Mills, Isaac Bonney, jr.
 Monks, Thomas William
 Murphy, Edward Patrick
 Murphy, Edward Peter
 Neilson, James Cunningham
 Nichols, Walter Franklin
 Noll, William
 Nowlan, William E.

Parks, Fred. Thomas
 Patten, Henry Griswold
 Perry, Thomas Bradford
 Pigott, Thomas Edmond
 Pitman, Charles Augustus
 Priest, Walter Ashley
 Ramsay, Charles Hallett
 Rich, Frank Allen
 Richardson, Thomas Franklin
 Ricker, George Fabyan
 Riley, Thomas C.
 Robinson, Edward G.
 Russ, Frank Eaton
 Sampson, Charles Edward
 Sampson, Edward Nason
 Schlimper, Chas. Fred. Wm.
 Schwarz, Theodore Edward
 Scollard, John Joseph
 Shepherd, Joseph H.
 Slattery, Lawrence William
 Smith, Morill Aspinwall
 Spear, Samuel Judson
 Stevens, Henry Clifford
 Stevenson, Frank Lindsey
 Stinson, Wilber Henshaw
 Stone, Clarence Eastman
 Sussman, Julius Herman
 Thaxter, Henry Dexter
 Thayer, Charles Eddy
 Thomas, John Louis
 Thurston, Caleb Adams
 Townsend, Walter Davis
 Underwood, Charles James, jr.
 Underwood, George Frank
 Van Nostrand, Alonzo Gifford
 Varney, George Washington
 Vinton, Charles Henry
 Ward, Charles Henry Appleton
 Wardner, Torrey Everett
 Watson, C. Herbert
 Weir, Frederic Louis
 West, Walter Edwin
 White, Charles Huntington
 Williams, Ward
 Witherell, Frank Davis
 Woodman, Arthur Lee

Wright, Walstein Fuller
Zerrahn, Carl Gustave.

THIRD CLASS.

Abell, Edmund
Adams, Charles Jesse
Adams, George Lincoln
Alger, Arthur Martineau
Allen, Louis Albert
Almy, Henry Niles
Anderson, Luther Stetson
Andrews, William Turel
Armstrong, George Ernest
Babcock, John Brazer, jr.
Babcock, Wilber Chester
Baker, Charles Morrill
Baldwin, Harry Heath
Barker, Samuel Knox
Barron, Clarence Walker
Barry, Thomas Jackson
Bartlett, Charles Gassett
Bartley, Wm. Henry
Beeching, Geo. Washington
Beeching, William Henry
Bencker, William Peter
Bendix, Louis
Berry, Rufus Lecompte
Blanchard, Charles Hazen
Bodwell, Charles Thomas
Bonn, Evelyn Louis Marcus
Bradford, William Burroughs
Brewer, Frank Crocker
Briggs, Merriam Parker
Brown, Charles Rogers
Brown, Frederic W.
Brown, George Frank
Brown, Samuel Edward
Bryant, Cushing Mitchell
Burns, John Franklin
Burrows, Charles Warren
Cahill, Edward
Calkins, Charles Wesley, jr.
Calkins, Frederic Walter
Carew, Joseph Francis
Carter, Clarence Howard
Casco, William Henry Appleton

Cass, Louis Baxter
Caton, William Jordan
Church, Clifton
Clapp, John Bouvé
Clark, John Henry
Clark, Oliver Tremain
Cobb, Albert Winslow
Cochran, Maurice Greene
Coleman, James Clarence
Conant, Edgar Augustus
Connery, John Francis
Copeland, Charles Gilman
Cowling, Frank William
Cushing, Livingstone
Daley, Charles Dennis
Daly, James Washington H.
Davis, Edward Herbert
Dean, Walter Lofthouse
Dobinson, William Joseph
Dodd, Arthur Hooper
Dolbeare, Charles Mitchell
Dorgan, William Joseph
Drew, Charles Fuller
Dunbar, Willis Hayden
Duncan, Charles Isaac
Edwards, Charles Robbins
Eldridge, Foxhall Parker
Emerson, Frederick Winslow
Emerson, Henry Lawrence
Emery, James William
English, William Townsend
Esterbrook, Charles Eugene
Everett, Charles
Farrar, Granville Robinson
Farwell, Herbert Gleason
Faxon, Edward Pope
Fenno, Henry
Fishel, Jacob Louis
Fitzgerald, Charles Albert
Flynn, George Wm. Franklin
Flynn, William Patrick
French, Wilfred August
Frenzel, Arthur
Gage, Frederic Sargent
Gallagher, George Henry
German, James Albert

Gilson, Alfred Henry	Levi, Louis
Gleason, Frederic Amerson	Lewis, William Albert
Glover, Lyman Stayner	Lincoln, David Pratt
Goodale, Henry Delano	Lincoln, Frederic Walker
Gookin, Harry Monroe	Loring, Harry Parkman
Gorman, Charles Frederic	Lovis, Andrew Morgan
Gourley, John, jr.	Lynch, John Bernard
Gowen, Caleb Emery	Lynch, Patrick Joseph
Graves, Edward Milton	Manson, Frederick Tower
Gray, Allen Frank	Marshall, Melville Tilden
Greene, Frank Eugene	Mather, William Herbert
Griffin, Daniel John	McAloon, Antoine Andrew
Hadfield, James	McCool, Robert John
Haines, Charles Albert	McDermott, Thomas Henry
Hall, William Herbert	McDonald, Frederic Alexander
Hallet, Benjamin Franklin, jr.	McGail, James
Hamblen, Arthur Wellington	McGill James Francis
Hawes, Edward Hall	McGrath, John Henry
Hearn, Joseph Francis	McKenna, Frank Charles
Hebard, Frederic Condon	McKenny, Charles Francis
Hewes, Joseph Richard	McLaughlin, Francis Patrick
Hilliard, Richard Walter	McManus, Thomas Francis Jos.
Higgins, John T.	McNell, John Balkam
Hodges, Frank Appleton	Menard, John Alvine
Hoffert, Joseph Jacob	Miller, Robert James
Holbrook, William Francis	Milton, Albert Gookin
Honey, Edwin Alonzo	Morey, Warren Woodbury
Hosley, Frank Sylvester	Moriarty, Edward Joseph
Hunnenman, George Hewes	Morris, John Joseph
Hunting, George Stanley	Morris, John Mason
Hurst, John Archinson	Mulchinock, John Dennis
James, Frank Everett	Murphy, John Charles
Jordan, George Edwin	Neill, William Henry
Joyce, Michael William	Neill, William Thomas
Keach, Charles Henry	Noble, Frank Charlton
Keenan, Thomas Henry	O'Gorman, James F.
Keith, George Warren	O'Reilly, Bernard Joseph
Kelly, Henry F.	O'Reilly, John James
Kelly, Thomas Francis	Palmer, Benjamin Sanborn
King, Charles	Parks, George Richmond
Kirmes, Victor Christopher	Parsons, Edward Jenness
Knight, Levi Hamlin	Patterson, John Richard
Knights, Francis Hiram	Peabody, Charles Everett
Langell, Everard Irwin	Perkins, Seth, jr.
Lavender, John Adams	Phillips, Joseph Alfred
Leach, George Stutson	Pierce, Eugene David

Pierce, Lubin Elma	Sullivan, Michael John
Porter, Asa Herbert	Summerfield, Edward
Porter, Lewis Bates	Sutherland, Arthur Charles
Porter, John Allison	Talbot, Edward Lowell
Pratt, Fred. William	Tavener, Clarence Augustus
Pratt Thomas L.	Taylor, George Albert
Prentiss, Frederic Herbert	Tufts, Harry Payne
Preston, Thomas Webb	Turner, Frederic William, jr.
Priest, William Francis	Twomey, Dennis J.
Prince, George Thomas	Underwood, Arthur Roswell
Raymond, Franklin Freeborn	Upham, Harry Thomas
Read, Arthur Harold	Vose, Edward Webster
Reddy, Robert Franklin	Wadley, George Frederic
Richardson, Charles Edward	Walsh, Walter Joseph
Ripley, Edward Franklin	Warner, Albert Eri
Robbins, Eugene Thomas	Warner, Frank Upton
Robinson, Arthur Burton	Watson, John Henry
Roskell, George James	Webb, Henry Edgecombe
Roulston, Thomas William	Webster, Edward Sheldon
Safford, George Howard	Whalen, Stephen Francis
Sargent, Charles William	Whealen, Thomas Francis
Sargent, Richard Turner	Wheeler, Albert James
Saunders, Frank Dexter	Wheeler, Frederic Loring
Scannell, Ambrose	Whitmarsh, Charles Alfred
Sears, Albert Russell	Wilkes, Everett Dyer
Seccomb, Eben Dennis	Willard, Charles Sumner
Shattuck, Sidney Doane	Willis, Charles Orsmer
Shaw, Walter H.	Witherell, Julian Franklin
Shea, Daniel Joseph	Woodward, Charles Chase
Simonds, Frank Phinney	Wyman, Horace Albert
Smith, George Henry	Young, Charles Harvey.
Spicer, Vibe Clay	
Stephenson, Walter Bryant	
Somes, Charles Frank	
Stewart, Charles Edward	
Stinson, Theodore Fiske	
Stutson, Thomas Edwin	
Sullivan, Eugene Francis	
Sullivan, Louis Henry	

SUMMARY.

FIRST CLASS	68
SECOND CLASS	145
THIRD CLASS	250
TOTAL	463

GIRLS' HIGH AND NORMAL SCHOOL.

THE Committee on the Girls' High and Normal School respectfully present their Annual Report.

The whole number of teachers in the two departments during the year ending August 31st, 1870, was twenty-six. The increase in the number of pupils in September, 1869, entitled the school to three additional assistants, and Miss Lucy O. Fessenden, Miss Julia A. Jellison, and Miss Adeline S. Tufts were appointed. The head-master, head-assistant, thirteen assistants, and the teachers of French, German, drawing and music, have been employed in the Mason-street building. The training class has been under the charge of Miss Stickney, and her assistant, Miss Stetson. The primary schools have been taught by their regular teachers and by the pupils in the normal department. Professor Monroe has continued his valuable lessons in vocal and physical culture, and Professor Mason is the instructor in vocal music in the primary schools. The number of different scholars registered was four hundred and ninety-two; one hundred and seventy-four of whom were received from the public grammar schools of this city. Two hundred and nineteen have been discharged. The largest number present at any one time was four hundred and fifty-nine; the largest

average attendance for any one month was four hundred and fifty-nine, in September; and the average attendance for the year, four hundred and thirty-one. Sixty-one young ladies received diplomas of graduation. Their names are given in the appendix.

The year that has just closed terminates the connection of the school with the old buildings in Mason street, which are associated in the minds of the graduates with many happy hours. In 1852, when this institution was founded, the second and third floors of the old Adams school-house, since known as the North building, accommodated its hundred pupils. In 1857 one hundred and four candidates were examined, and ninety-one admitted, and there were one hundred and seventy-four pupils under the charge of ten instructors, — the master, head-assistant, five assistants, and teachers of drawing, French, and vocal music. The removal of the Public Library in that year from the lower floor, gave the additional room required by the growth of the school. The number of pupils increased to two hundred and sixty-seven in 1859, and to two hundred and ninety-five in 1860. In 1861 the adjacent building, once known as the Medical College, and afterwards occupied by the Society of Natural History, was bought by the city, adapted by judicious alterations to the use of the school, and connected by a corridor with the north building. The increase of the school in the next three years demanded additional accommodations; while the erection of lofty buildings for business purposes in the immediate neighborhood

made it desirable to remove to a more quiet, open, and airy situation. The hall was found to be dark, and too near a noisy street to be suitable for musical exercises. Many of the rooms were poorly ventilated, and the furnaces were in a bad condition. In 1865 this committee recommended to the Board that an application be made to the city council for a new building. A lot of land belonging to the city, on the corner of Berkeley and Newbury streets, was selected as, in every respect, better adapted to the purposes of this school than any other examined, and an order was passed, asking for a school-house on that site. The selection received the approbation of the Committee on Public Instruction, and Mr. George Ropes, Jr., was employed to draw the plans. After considerable delay, it was finally determined by the city council to sell the land on Berkeley and Newbury streets, and to place the new edifice on a much larger lot extending from Newton street to Pembroke street between Tremont street and Shawmut avenue. On this open, sunshiny, and ample space, a building has been erected, surpassing in size, convenience, completeness, and elegance, all other public schools in this country. This noble structure is not entirely finished, and will not be ready for a public dedication before the spring of 1871; but the school-rooms have been prepared for the use of the classes, and the scholars assembled in them for the first time, on the third day of October, 1870.

In reviewing the past eighteen years, during which the school has steadily increased in numbers, it is

natural to inquire whether it has realized the expectations of its founders and friends. It has accomplished great results, but not precisely those that were anticipated. It went into operation as a *Normal School* "for the purpose of preparing the daughters of the citizens of Boston to become better teachers for our schools than could then, as a general thing, be found to fill the vacancies which were frequently occurring." Its purpose was, by an enlarged and liberal culture, to promote the harmonious development of all the mental powers as the best preparation for teaching. There was a model school of boys of the third and fourth classes of the Grammar Schools kept in the building, where there was an opportunity of acquiring "practical experience in the application of correct principles of instruction and discipline, under the direction of skilful teachers." The failure of an effort to establish a high school for girls in 1853, led to the enlargement of the course of study, the extension of the term from two to three years, and the adoption of the present name. While the primary design has never been changed, pupils have been carried through those branches of learning which are usually taught in schools of the highest grade, and less attention has been given to immediate preparation for the life of a teacher. The advancement of learning, the rapid development of new sciences, and the demands of a progressive age, have called for repeated extensions of the programme and the introduction of new text-books. An attempt has been made to combine two dissimilar, and, in

some respects, incongruous elements, and so strongly was it felt by the committee that the institution was becoming, almost exclusively, a *high school*, that in 1864 an order was passed by the Board, requiring those Seniors who intend to become teachers, to pass four weeks in visiting, observing, and assisting in the public schools. At the same time a Training Department was established, to prepare a limited number of young ladies to teach in the primary schools. This branch of the school continues in successful operation; but its effect has been to make the Mason-street school more exclusively than before a *high school for girls*. Whether the two departments should be entirely separated is a grave and important question, requiring careful and deliberate consideration.

The work of the past year has been performed under many disadvantages, in over-crowded rooms, ill-ventilated and poorly lighted, on a very noisy street; but these difficulties have been bravely overcome by the earnest efforts and persevering energy of the faithful and accomplished teachers, aided by the diligent industry of the pupils. Instead of attempting to describe what has been accomplished, we present the questions used in the examination of the Seniors for diplomas and of the Middle Class for promotion.

SENIOR CLASS.

EXAMINATION IN TRIGONOMETRY.

- I. Illustrate by a figure the different functions of the arc.
- II. What is a logarithmic sine?

III. Demonstrate Theorem I. (In any plane triangle, the sides are proportional to the sines of the opposite angles.)

IV. Given two sides of a triangle 180.25 and 155.32 feet respectively, and the angle opposite the latter $24^{\circ} 15'$, required the remaining angles.

V. Given two lines from the same point to the two extremities of a lake, one hundred and fifty-three and one hundred and thirty-seven yards respectively, and the angle included by them $40^{\circ} 38' 12''$; required the length of the lake.

PHILOSOPHY EXAMINATION.

I. Name the essential properties of matter. Define inertia and density.

II. A body weighs four pounds at the surface of the earth; in what two positions would it weigh one pound?

III. State the three laws of motion.

IV. In falling bodies, give the formula for velocity acquired, for space, and the principal laws.

V. Describe the method of finding the specific gravity of a solid heavier than water.

VI. Explain Torricelli's barometer.

VII. Explain the air-pump.

VIII. Illustrate the three kinds of levers, and give the law of equilibrium for all machines.

IX. Explain the hydrostatic press.

X. Trace parallel rays through a double convex lens,— and parallel rays thrown upon a concave mirror.

HISTORY EXAMINATION.

I. Name the four conquests of England and the date of the last.

II. Contrast the two archbishops of Canterbury, Becket and Langton; in whose reign did they live, and what important English document is associated with each?

III. What was the origin of the English House of Commons?

IV. When were the two crowns of England and Scotlan

united? When were the two countries constitutionally united?
When were Great Britain and Ireland constitutionally united?

V. What is the oldest city in France? By whom was it founded?

VI. What monarch of France established the "bed of justice"? and what was its effect?

VII. In whose reign was the last great feudatory added to the French crown? What wars soon after began?

VIII. Of what monarchs were Sully, Richelieu, Mazarin, and Fleury, prime ministers?

IX. In the reigns of what English and French sovereigns did the "war of the Spanish Succession" take place? When and by what treaty was it closed? and what three important events resulted from it?

X. What was the "Coup d'Etat"?

ASTRONOMY EXAMINATION.

- I. State Kepler's Laws.
- II. Define Azimuth, Right Ascension, Perihelion, and Apogee.
- III. How does a solar differ from a sidereal day?
- IV. When is Venus morning star?
- V. What is the cause of change of seasons on the earth?
- VI. How was the velocity of light first determined?
- VII. What occasions the tides?
- VIII. What is parallax?
- IX. Explain the "Harvest moon."
- X. Why is the beginning of a lunar eclipse visible to a whole Hemisphere?

FRENCH EXAMINATION.

I. Combien de vers différents y a-t-il dans la prosodie française?

Qu'est ce qu'un vers masculin? un vers féminin?

Qu'est ce que le mariage des vers?

L'élation quand se fait-elle?

Répondez à toutes ces questions en français.

II. Translate into French:

Say no more, madam, say no more! Refused! and by a mer-

chant's daughter ! It will be all over Lyons before sunset. I will go and bury myself in my chateau, study philosophy, and turn woman hater. Refused ! they ought to be sent to a mad-house ! Ladies, I have the honor to wish you a very good morning.

III. Translate into French :

Yes, Prince, read this letter, just received from my friend at Paris, one of the Directory ; they are very suspicious of princes, and your family take part with the Austrians. Knowing that I introduced your highness at Lyons, my friend writes to me to say that you must quit the town immediately, or you will be arrested, thrown into prison, perhaps guillotined.

IV. Translate into English :

Le nouveau monde cesse de paraître et fait aujourd'hui ses adieux à ses lecteurs.

Depuis long temps déjà nous nous imposions de lourds sacrifices. Il est un terme à tout, et nous sommes obligés de renoncer à une publication dont les frais dépassent de beaucoup les produits.

Nous regrettons que les circonstances ne nous aient pas été plus favorable, mais nous avons en nous retirant la conscience d'avoir fait tout ce qui était en notre pouvoir, pour que le nouveau monde fut toujours juste, impartial et attrayant.

Puisqu'il est de mode, au dernier moment, de faire son examen de conscience, nous ne rougissons pas d'avouer que plusieurs personnes nous ont reproché d'avoir accentué la politique du nouveau monde dans un sens trop libéral.

Si ce reproche est fondé, ce n'est pas à nous d'en juger ; mais, e fut-il, que nous serions très fier de l'avoir encouru.

LATIN.

I. Translate the following :

Æneid, Lib. IV. 554-570.

*Æneas celsa in puppi, jam certus eundi,
Carpebat somnos, rebus jam rite paratis,
Huic se forma dei vultu redeuntis eodem,
Obtulit in somnis, rursusque ita visa monere est,*

Omnia *Mercuris* similis, vocemque coloremque
 Et crines flavos et *membra* decora juventa ;
 Nate *dea*, potes hoc sub casu *ducere* somnos,
 Nec, quæ te circum stent deinde pericula, cernis,
 Demens, nec Zephyros audis spirare secundos ?
 Illa dolos dirumque nefas in pectore versat.
 Certa mori, varisque viarum fluctuat æstu.
 Non fugis hinc præceps, dum præcipitare potestas ?
 Jam *mare* turbari trabibus, sœvasque videbis
 Collucere faces, jam fervore litora flammis,
 Si te his attigerit terris Aurora morantem.
 Eja *age*, rumpe moras. Varium et mutabile semper
 Femina. Sic fatus nocti se immiscuit atræ.

II. Parse the nouns in italics in the above.
 III. What are the principal parts of the verbs indicated in these lines ?
 IV. Mention some English derivatives from the same.
 V. Explain the use of *eundi* (l. 554), and illustrate the difference between a gerund and a gerundive.
 VI. Explain the use of the subjunctive in l. 561.
 VII. Mention three of the most common constructions by which a purpose is expressed in Latin.
 VIII. Scan the following lines :

Aeneid, Lib. VI. 893-896.

Sunt geminæ Somni portæ, quarum altera fertur
 Cornea, qua veris facilis datur exitus Umbris ;
 Altera candenti perfecta nitens elephanto,
 Sed falsa ad cœlum mittunt insomnia Manes.

IX. Give the Latin of the following :
 The descent to Avernus is easy ; the gate of Dis stands open night and day ; but to retrace one's steps and to return to the upper air — this is the difficulty, this the labor.

X. Give a brief abstract of the Sixth Book of the *Aeneid*.

GERMAN.

I. Translate into English :
 Als ich nun über die Trümmer des Hauses und Hofes daher stieg,

Die noch rauchten, und so die Wohnung wüst und zerstört sab,
 Kamst du zur andern Seite herauf, und durchsuchtest die Stätte.
 Dir war ein Pferd in dem Stalle verschüttet; die glimmenden Bal-
 ken

Lagen darüber und Schutt, und nichts zu sehn war vom Thiere.
 Also standen wir gegen einander, bedenklich und traurig :
 Denn die Wand war gefallen, die unsere Höfe geschieden.
 Und du fasstest darauf mich bei der Hand an, und sagtest ;
 Lieschen, wie kommst du hierher? Geh', weg! du verbrennest die
 Sohlen ;

Denn der Schutt ist heisz, er sengt mir die stärkeren Stiefeln.

Hermann und Dorothea II.

II. Give the present indicative of *tragen* in full.

III. Give the first person singular, passive indicative in all tenses of *sehen*.

IV. Give the principal parts of all the strong verbs occurring in the given text.

V. Give the first and last word of every dependent sentence found in the given lines.

VI. Why do the verbs *kamst*, *war*, and *standen* precede the subjects *du*, *ein Pfeid*, and *wir*?

VII. Translate into German :

The wall fell upon the horse.

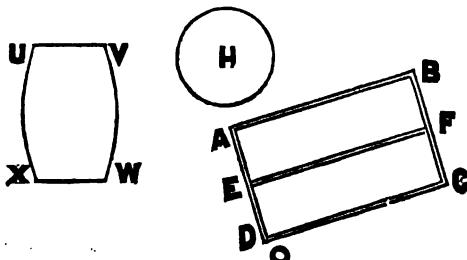
See! how the house is burning!

I went through the yard into the stable.

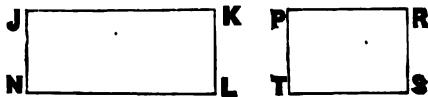
He carries his boots in his hand.

DRAWING EXAMINATION.

A B C D is a plan of a box; E F represents a partition dividing the box into equal parts; J K L N and P R S T are vertical



sections — the former taken parallel to the side D C — and the latter parallel to the side D A. The circle H, is a plan of a barrel,



and U V W X, a vertical section of it. Suppose the observer at O, and the eye to be at some little distance above the top of the barrel ; draw the box and barrel as they would appear to him.

MIDDLE CLASS.

GEOMETRY EXAMINATION.

I. Define plane, polygon, chord, similar polygons, inscribed polygons.

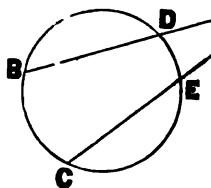
II. On what three hypotheses are triangles equal?

III. Prove that the sum of the angles of a triangle is equal to two right angles.

IV. What does π signify? Give the value of the circumference and area of a circle in terms of π and R.

V. Prove that the angle formed by the intersection of two chords, is measured by half the sum of the included arcs.

VI.

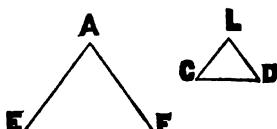


The angle O equals 80° .

The arc B C equals 80° .

Find the value of the arc D E.

VII.



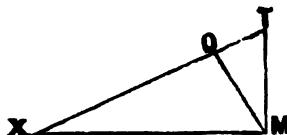
Area of A E F = 49.

Area of L C D = 4. CD = 6.
Find value of E F.

VIII. Given $R : S = T : X$; Prove $S - R : R = X - T : T$.

IX. Prove that similar triangles are to each other as the squares of their homologous sides.

X.



M is a right angle; M O T is also a right angle; what proportion can be made.

PHYSIOLOGY EXAMINATION.

- I. Of what four principal elements is the body composed?
- II. What is the difference between arteries and veins?
- III. Beginning with the hand, follow the blood through the entire circulation.
- IV. Give the process of digestion.
- V. Describe the ear and process of hearing.
- VI. Name the principal organs within the trunk of the body, situated above the diaphragm.
- VII. Name the bones of the extremities.
- VIII. Describe the brain.
- IX. Give the names of the permanent teeth, and their structure.
- X. Name the parts of the human eye.

ZOOLOGY EXAMINATION.

- I. Name and define the sub-kingdoms of animals.
- II. Name the orders of Mammalia having three kinds of teeth; also the toothless Mammals.
- III. What are the principal differences of structure between the Bimana and the Quadruped?
- IV. Describe the stomach of the Ruminantia.
- V. Give the characteristics of the Rodentia and the Pachydermata.
- VI. How is the structure of the Camel adapted to its mode of life?
- VII. Describe the Raptore, and mention several individuals of the order.
- VIII. By what characteristics are Mammals and Birds classified?
- IX. Name two animals belonging to different orders, which are particularly useful to man, and tell how they are so.
- X. Classify man, monkey, horse, lion, and pigeon.

ENGLISH LITERATURE EXAMINATION.

- I. Give the characteristics of Mrs. Browning's style.
- II. Who wrote "Thanatopsis," "Lay of the Last Minstrel," "Snow-bound," "Aurora Leigh," "The Excursion," "The Task," "Cotter's Saturday Night," "The Seasons," "Golden Legend," "Maud"?
- III. Give a short sketch of Dr. Johnson's literary labors.
- IV. Name an important production of Holmes, Gray, Dr. Johnson, Tennyson, Whittier, Bryant, Scott, Burns, Longfellow, Cowper.
- V. Give a sketch of one of Longfellow's poems.
- VI. Give a sketch of one of Tennyson's poems.
- VII. What was Wordsworth's influence upon English poetry?
- VIII. How would you characterize the style of Bryant? Of Whittier? Illustrate each by an example.
- IX. Give a short account of Burns as a poet.
- X. What can you say of Scott's literary labors?

LATIN.

I. Translate the following : Cæsar's Gallic War, B. v. Cæsar *cognito consilio eorum, ad flumen Tamesin in fines Cassivellauni exercitum duxit, quod flumen uno omnino loco pedibus atque hoc ægre transiri potest.* Eo cum venisset, animum advertit ad alteram fluminis ripam magnas esse *copias hastium instructas.* . . . His rebus cognitis, Cæsar, præmisso equitatu *legiones subsequi jussit.* Sed ea *celeritate atque impetu milites ierunt,* . . . ut hostes impetum legionum atque equitum sustinere non possent.

II. What instances of the Ablative Absolute occur in the above passage? Explain that construction.

- III. What verbs are in the subjunctive mood, and why?
- IV. Parse the nouns in italics in the above.
- V. What are the principal parts of the verbs in italics?
- VI. Give the nominative and genitive singular of *Cæsar, flumen, exercitum, legiones, milites.*
- VII. Mention some English derivatives from the verbs indicated in the above.

VIII. In what case would the nouns indicated in the following sentences, be in Latin?

The forest extends *sixty miles*.

They use *brass* for money.

I was there last *week*.

He is like his *father*.

We remained there a *year*.

IX. What is the Latin construction for "He says that he has been there"?

X. *Studium belli gerundi*. Explain this construction and substitute another for it.

FRENCH EXAMINATION.

I. Examination in pronunciation.

II. Inflect *vendre* and *faire* in the present indicative and present perfect subjunctive.

III. Translate this and the following sentences into French:

Here are two pictures, which do you prefer?

That one is larger, but I will choose this one.

I rose this morning at half past six.

She will not give them to her.

You are right, it is cold.

Is my garden larger than yours? Yes, sir; and larger than my aunt's.

You have some fine apples; give me some, if you please.

There will be no lessons July 4th, 1870.

IV. Write the plural of animal, nez, bijou; and write the plural feminine, of *jaloux*, *actif*, *éternel*.

V. A translation of lines from the Reader.

GERMAN.

I. Translate into English:

Indessen kamen aus den höher liegenden Dörfern der Nachbarschaft, die nicht durch die Ueberschwemmung gelitten hatten, mehrere Einwohner herbei, brachten den Verunglückten mancherlei Lebensmittel und Kleidungstücke, und erbosten sich, sie einstweilen in ihre Wohnungen aufzunehmen. Dies war allen ein

sehr groszer Trost. Auch Martin war darüber sehr erfreut, sagte aber: "Ich werde von dem freundlichen Auerbisten nur für so lange Gebrauch machen, bis wir uns getrocknet und mit den nöthigsten Kleidern verschen haben."

- II. Give the present indicative of *sehen* in full.
- III. Give the past indicative of *nehmen* in full.
- IV. Give the principal parts of all the strong verbs found in the text.
- V. State, of each preposition occurring in the text, what case or cases it can govern, and what case it governs here.
- VI. Which nouns in the text are feminine, and why?
- VII. Translate into German:
Suddenly one of the boys cried out: "Look! there is a cradle floating in the midst of the river!" Another exclaimed: "And see, a dog is swimming behind it and trying to drive it on shore."

DRAWING EXAMINATION.

- I. Draw and shade a tumbler filled with water.
(This was drawn from a *copy*.)
- II. Draw the outline of a book lying on its cover, placed in front and at the left.
(This was drawn from the *object*.)

Results of Examinations in the Girls' High and Normal School, for promotion and graduation, for the year 1869-70.

SENIOR CLASS.

Study.		Av. per cent of correct answers.	No. examined.
Trigonometry	.	84+	71
Philosophy	.	78+	70
History	.	84+	70
Astronomy	.	80+	69
Drawing	.	84+	69
French	.	81+	67
German	} elective	76+	11
Latin		88—	14

MIDDLE CLASS.

Study.		Avg. per cent of correct answers.	No. Examined.
English Literature	.	87+	124
Geometry	.	93+	120
Physiology	.	95+	113
French	.	93+	104
Zoölogy	.	95	106
Drawing	.	74	105
Latin } elective	.	84	28
German }	.	74	19

JUNIOR CLASS.

Chemistry	.	80—	196
Rhetoric	.	89—	193
Mineralogy	.	94+	191
Algebra	.	81—	178
Drawing	.	83+	178
Botany	.	90—	175
Latin } elective	.		
German }	.		

The attention of the pupils in the Training Department has been given to the theory and practice of teaching in all the subjects, not only of Primary, but also of Grammar School instruction, to object lessons, natural history, and mental philosophy. They have all had opportunities of applying what they have learned to practise in model schools, and have been encouraged to criticise one another's methods in a kindly spirit. These exercises have been conducted under the constant supervision of skilled and experienced teachers.

The Training School also removes at the opening of the new school year to the Newton-street building.

The whole number examined for admission in July and October

1870, is	266
Admitted	264
Joined the school	226

The reason why nearly all the candidates were successful was that the questions were too easy. The Committee are convinced that it is a mistake to lower the standard of requisites for admission, and have determined, hereafter, to require a higher grade of scholarship. They regret to find that so many of the pupils recently received, are under fifteen years of age, believing that it is better to wait until the mind is more mature, and health and physical strength are thoroughly established, before entering upon the course of study in a high school.

The attention of all who feel an interest in the school is directed to the accompanying statistical tables, prepared with great care by the head-assistant. It will be seen that no less than two thousand eight hundred and thirty-nine have been admitted. Of these, six hundred and ninety-three graduated, and six hundred and forty-eight became teachers. The number of appointments of teachers is eight hundred and ninety-seven, many young ladies having received more than one appointment. Sixteen of these were made in our own school, three hundred and ten in the Grammar, and two hundred and thirty-three in the Primary Schools. During the past five years two hundred and twenty appointments of teachers have been made, in the public schools of this city, of young ladies educated in the Girls' High and Normal School.

The whole number of pupils is, in the					
Senior Class					109
Middle "					174
Junior "					240
Training "					44
Total,					567

We enter the new building with nearly six times as many pupils as there were at the opening of the school, in Mason street, eighteen years ago.

The increased number of pupils authorized the appointment of four additional assistants. Three vacancies were created by the resignation of Miss F. A. Poole and Miss Helen M. Avery, and the promotion of Miss Bacon to the position of teacher of Chemistry, and the following young ladies have been chosen assistant teachers: —

MISS MARY M. MELCHER,
 MISS ALICE M. WELLINGTON,
 MISS HELEN M. DUNBAR,
 MISS REBECCA R. JOSLIN,
 MISS EMERETTE O. PATCH,
 MISS S. ANNIE SHOREY,
 MISS ANNA B. THOMPSON.

A complete list of the teachers and scholars accompanies this report.

The Seavey Fund amounts to \$2,700. The income is lent to scholars requiring assistance, without interest, but with the promise to return the amount, if circumstances permit, when they obtain schools. Additions to the fund are earnestly re-

quested. It is designed to be a permanent memorial of the late Principal, Mr. W. H. Seavey, who was always liberal in aiding indigent pupils, and who desired and recommended the establishment of a Fund for this benevolent purpose.

Respectfully submitted, for the Committee.

HENRY BURROUGHS,

Chairman.

Boston, October, 1870.

Number admitted to the Girls' High and Normal School, from different schools, in each year, from September, 1852, to September, 1870, inclusive.

NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-1.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	Totals.	
Adams . . . . .	.	.	.	.	.	4	4	8	5	9	4	4	4	5	3	6	5	5	4	74
Bigelow	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	3	10	8	137	
Bowditch . . . . .	.	.	.	.	.	.	.	.	.	4	6	8	4	2	5	4	5	3	8	44
Bowdoin	14	13	14	7	14	12	17	13	10	18	16	10	8	16	16	12	9	17	19	255
Boylston	2	4	.	1	1	.	2	2	2	.	.	.	.	.	.	.	.	.	.	14
Chapman	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	12	5	11	10	133
Comins . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	7	4	12
Dorchester, High.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	6
Dudley . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	8
Dwight	2	2	4	6	4	8	8	8	8	.	.	.	.	.	.	.	.	.	50	
Everett . . . . .	.	.	.	.	.	.	.	.	.	13	9	20	16	21	28	19	15	26	29	196
Everett (Dor.) .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2
Francis Street .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	
Franklin	8	4	7	9	5	12	10	20	18	14	13	17	12	10	17	19	17	24	26	257
Hancock	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	9	7	13	11	176
North Johnson .	5	6	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
South Johnson .	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5	
Lawrence . . . . .	.	.	.	.	5	1	1	5	4	7	8	6	4	6	1	5	.	.	48	
Lewis . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	12
Lincoln . . . . .	.	.	.	.	.	.	.	.	.	7	7	7	7	8	7	5	2	4	12	70
Lyman	4	11	5	10	3	2	3	1	4	8	2	4	4	3	2	4	5	2	2	74
Mather	3	4	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	
Mather (Dor.) .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	
Norcross . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	8	16	27	
Otis	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	
Prescott . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	7	4	17
Shurtliff . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	16
Wells	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	11	10	11	10	173
Winthrop	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	18	16	17	17	276
Other sources .	21	12	15	22	12	13	13	21	14	27	31	35	65	63	67	45	89	99	65	719
Total	104	89	73	105	92	89	95	144	119	155	157	155	168	165	197	171	205	273	283	2839
Graduated	28	23	23	25	30	28	39	57	46	58	59	52	67	39	72	57	.	.	.	693

Became Teachers, 648.

*Appointments of Teachers from the Girls' High and Normal School,
in each School District, from 1852, to September 1, 1870.*

NAMES OF SCHOOLS.	High.	Grammar.	Primary.	Total.
Girls' High and Normal.....	16	.....	4	20
Adams.....	6	7	13
Bigelow	14	18	82
Bowditch.....	17	1	18
Bowdoin.....	6	9	15
Boylston.....	17	16	33
Brimmer.....	10	10	20
Chapman	15	19	34
Comins	1	1
Dwight and Everett	42	14	56
Elliot	14	12	26
Franklin.....	19	8	27
Hancock.....	18	12	25
Hawes.....	1	.....	1
Lawrence.....	18	21	39
Lincoln	7	14	21
Lyman	8	7	10
Mayhew	5	8	13
Norcross	11	3	14
Phillips.....	13	7	20
Prescott	8	9	17
Quincy	19	10	29
Rice	7	1	8
Shurtleff.....	4	.....	4
Wells	7	5	12
Winthrop.....	34	17	51
Total.....	16	810	283	559

Appointments of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of Schools.

YEAR.	Primary.	Grammar.	High.	Total in City Schools.	Other Schools.	Total.	Substi- tutes.
1852-53	1	1	..	2	..	2	8
1853-54	1	5	..	6	4	10	11
1854-55	2	5	..	7	6	13	17
1855-56	8	11	3	22	11	33	11
1856-57	8	13	2	23	18	41	16
1857-58	13	12	..	25	21	46	49
1858-59	11	21	1	33	12	45	63
1859-60	10	15	8	28	16	44	82
1860-61	20	32	1	53	14	67	76
1861-62	17	21	..	38	10	48	128
1862-63	15	20	2	37	10	47	125
1863-64	17	14	1	32	21	53	50
1864-65	17	16	..	33	29	62	87
1865-66	20	22	..	42	36	78	22
1866-67	16	27	..	43	40	83	34
1867-68	17	26	..	43	48	91	68
1868-69	27	21	1	49	19	68	91
1869-70	13	28	2	43	28	66	53
Totals,	289	810	16	559	338	897	986

CATALOGUE OF THE TEACHERS AND PUPILS OF THE
GIRLS' HIGH AND NORMAL SCHOOL, OCT. 31, 1870.

EPHRAIM HUNT, HEAD-MASTER.

HARRIET E. CARYL, HEAD-ASSISTANT.

ASSISTANTS.

MARGARET A. BADGER,	JULIA A. JELLISON,
EMMA A. TEMPLE,	ADELINE S. TUFTS,
CATHERINE KNAPP,	MARY M. MELCHER,
MARY E. SCATES,	HELEN M. DUNBAR,
ADELINE L. SYLVESTER,	ALICE M. WELLINGTON,
ELIZABETH C. LIGHT,	REBECCA K. JOSLIN,
BESSIE T. CAPEN,	EMERETTE O. PATCH,
LUCY O. FESSENDEN,	S. ANNIE SHOREY,
	ANNIE B. THOMPSON.

MARIA A. BACON, TEACHER OF CHEMISTRY.

W. N. BARTHOLOMEW, TEACHER OF DRAWING.

JULIUS EICHBERG, " " MUSIC.

E. C. F. KRAUSS, " " GERMAN.

PROSPÈRE MORAND, " " FRENCH.

LEWIS B. MONROE, TEACHER OF VOCAL AND PHYSICAL CULTURE.

JANE H. STICKNEY, SUPT. OF TRAINING DEPARTMENT.

FLORENCE W. STETSON, ASST. SUPT. OF TRAINING DEPARTMENT.

LUTHER W. MASON, TEACHER OF MUSIC IN TRAINING DEPARTMENT.

BERTHA W. HINTZ, TEACHER OF PRIMARY SCHOOL.

SENIOR CLASS.

Adams, Adelaide H.
Alden, Marion B.
Allen, Helen I.
Bailey, Alice A.
Bancroft, Cora B.
Barham, Rachel S.
Barnard, Grace M.
Bassett, Mary L.
Baxter, Mary S.
Berry, Mary L.
Bodwell, Delina M.
Bowers, Sarah E.

Bradeen, Emma F.
Brennan, Ella J.
Brewer, Lizzie F.
Brown, Alice S.
Bucknam, Sarah C.
Carney, Mary A.
Chater, Emma L.
Chesley, Emma F.
Chesley, S. Lizzie
Chittenden, Ella L.
Cole, Ella F.
Collins, Mary E.
Cook, Lina H.

Cook, Mary T.	Perrin, Julia
Copeland, Susie C.	Pickett, Annie L.
Crotty, Mary J.	Pierson, Isabel M.
Cummings, Mary F.	Pratt, Ada M.
Currier, Ida	Prince, Lizzie H.
DeLand, Emily M.	Putnam, Caroline D.
Denham, Lizzie T.	Putnam, Mary S.
Dennis, Sophie T.	Ranney, Minnie F.
Desmond, Mary L.	Raycroft, Sophia M.
Drew, Florence H.	Read, Evelyn
Dudley, Christine M. L.	Reed, Alice J.
Earl, Maud M.	Reed, Mary R.
Early, Mary Ann	Reggio, Rosa M. E.
Edward, Carrie B.	Roberts, Mary A.
Elden, Ada H.	Roberts Mary R.
Frederick, Emma H.	Russell, Bertha
Frye, Rena J.	Rust, Millie H.
Gallagher, Isabel	Ryder, Fannie R.
Gleason, Maud M.	Sanders, Ella J.
Gragg, Grace E.	Sargent, Annie L.
Greely, Calista M. A.	Savil, Annie M.
Hale, Frank B.	Shaw, Mary G.
Hall, Louise J.	Smith, Mattie
Hanny, Mary C.	Stearns, Etta M.
Harmon, Alice G.	Stone, Ruth C.
Hawes, Marion A.	Sweeney, Julia A.
Hildreth, Laura S.	Tileston, Jessie C.
Hill, Ada L.	Walker, Eva J.
Jacobs, Sarah J.	Warner, Ella
Kurtz, Edith M.	Webb, Susan
Lanning, Mary G.	Wellington, Carrie P.
Leland, Clara O.	Wells, Frances E.
Mahoney, Elizabeth M.	Wheeler, Ella C.
Maloy, C. Frank	White, Grace F.
Marshall, Eliza J.	Wiggin, Flora B.
Melcher, Sarah D.	Wiley, Henrietta F.
Miller, Lillie	Williams, Eliza O.
Morrill, Helen	Wilson, Grace L. — 109.
Neill, Agnes M.	
Nelson, Jeannie	
Nowell, Effie A.	
Oakman, Louise R.	
O'Conner, Nellie M.	
Parker, Hattie F.	
Parker, Helen C.	
Pearson, Lizzie F.	

MIDDLE CLASS.

Adams, Lavinia E.
 Alden, Claire K.
 Aldrich, Amelia K.
 Allen, Elizabeth J.
 Andy, Sarah L.

Babcock, Ellen S.	Fernald, Carrie L. F.
Badlam, Annie B.	obler, Jennie F.
Bailey, Elizabeth G.	Forristall, S. A. J.
Bailey, Ellen H.	Gillispie, Annie M.
Baker, Carrie L.	Glawson, Emma C.
Barbour, Ellen M.	Hall, Fanny W.
Barnes, Frances A.	Harding, Eva
Bates, Lucy A.	Hardy, Ida A.
Bemis, Lelia M.	Hastings, Fanny I.
Bickford, Eudora F.	Hatch, Flora E.
Bird, Lizzie H.	Hazell, Lizzie W.
Blake, Irene I.	Heath, Carrie S.
Bonnie, Mary	Hibbard, Mattie M.
Boston, Hattie E.	Hill, Henrietta A.
Boyden, Ida L.	Hill, Lillie T.
Brewer, Eva H.	Hoxie, Georgie E.
Bryant, Josephine	Huckins, S. Lila
Bullard, Carrie A.	Hyneman, Julia
Burns, Georgiana E.	Jackson, Ella F.
Buss, Catharine L.	Jenkins, Emma C.
Bynner, Minnie A.	Johnson, Charlotte M.
Callanan Maria A.	Kidney, Sarah F.
Churchill, Jennie R.	Lamson, Cora D.
Clean, Annie	Levi, Miriam
Cleveland, Elethea C.	Lewis, Mary L.
Colman, Maria H.	Lincoln, Elizabeth
Colton, Clara A.	Litchfield, Harriet E.
Comer, Fanny T.	Litchfield, Harriet L.
Cotter, Josephine M.	Livingston, Frances A.
Cotton, Clara A.	Livingston, Isabel C.
Cutter, Millie A.	Lothrop, Caroline T.
Davenport, Josie F.	Lorey, Lillian C.
Davis, E. Jennie	Lowe, Mary A.
Davis, Mary L.	Madden, Elizabeth A.
Dennison, Rebecca J.	Manson, L. Ada
Ditsason, Ernestine	March, Carrra R.
Dolan, Mary A.	Maynard, Adela E.
Domett, Ella A.	McGary, Mary E.
Domett, Francis E.	McGonigle, Sarah E.
Doolittle, Anna F.	McGowan, Kate E.
Dwyer, Mary H.	Meins, Alice G.
Emery, Mary W.	Merrill, Grace
Emmons, Ella	Merritt, Mary E.
Evans, Minnie S.	Mihan, Frances E.
Fabyan, Emma F.	Mitts, Mary E.
Fabyan, Helena R.	Mitchell, Martha L.

Mooney, Blanche M.	Story, Anna L.
Morrill, Julia L.	Studley, Olivia M.
Morrison, Mary G.	Swan, Sarah E.
Morse, Angie S.	Taylor, Carrie W.
Morse, Nancy M.	Thomas, Lillie E.
Munroe, Isabelle B.	Thatcher, Frances H.
Murray, Parnell S.	Treanor, Katie
Newcomb, Ella F.	Tuttle, Eva F.
Nute, Anna	Tuttle, Lavinia S.
Nye, Abbie M.	Tuttle, M. Ella
O'Dowd, Honora T.	Ventress, Amanda P.
Ordway, Lizzie	Walnwright, Julia E.
Otis, Jessie F.	Wallace, Ella F.
Page, Lillas E.	Wallingford, Ella E.
Parker, Mary O.	Watson, Nina B.
Peaslee, H. Ella	Webb, Anna W.
Penniman, Abbie D.	Webb, Elizabeth T.
Perry, Helen A.	Weeks, Lillie F.
Pickernell, Georgiana M.	White, Susie E.
Pierce, Florence A.	Whitney, Emma C.
Pitcher, Dora E.	Whittemore, Addie E.
Plummer, Almy C.	Wightman, Gertrude E.
Poland, Carrie S.	Wilbor, Lizzie
Preble, Harriet I.	Williams, Alice
Prescott, Ella E.	Williams, Henrietta A.
Putnam, Emma C.	Williams, Kate D.
Reid, Mary E.	Williams, Mary J.
Rice, Helen E.	Williams, Uleyetta
Richardson, Eliza	Willis, Delia M.
Robbins, Annie M.	Wise, Martha D.
Robertson, Jennie	Woodward, Marion L. —174.
Rogers, Julia O. M.	
Ruxton, Mary G.	JUNIOR CLASS.
Ryder, Lizzie H.	Adams, Helen M.
Sampson, Lucy M.	Adams, Julia
Sanford, Nellie G.	Aldrich, Ida M.
Schlegel, Frances	Aldrich, Jessie S.
Seaman, Emma J.	Allen, Mary E.
Shove, Belle	Anderson, Lena G.
Smith, Ardelle F.	Anderson, Minnie E.
Smith, Ella S	Ashley, Cora I.
Smith, Emma A.	Atwood, Ella C.
Smith, Florence J.	Austin, Allie N.
Smith, Mary H.	Austin, Alma J.
Southard, Annie T.	Averhill, Harriet F.
Steers, Mary J.	Babson, Kate

Baldwin, Maria J.	Cullen, Frances E.
Bartlett, Lottie A.	Curtis, Annie E.
Beeching, Mary A.	Curtis, Kittie W.
Bemis, Annie L.	Cushing, Alice M.
Bennett, Minnie J.	Daggett, Fanny L.
Bickford, Sallie E.	Dale, Sabina F.
Birch, Mary L.	Daly, Sarah E.
Blaisdell, Addie C.	Davis, Eliza E.
Blake, Charlotte H.	Dike, Cora E.
Blake, Elizabeth A.	Dinsmoor, Carrie
Blanchard, Minnie D.	Donegan, Marcella E.
Blank, Hattie M.	Dow, Mary J.
Blodgett, Minnie L.	Drew, Anne Elizabeth
Bond, Ann Maria	Dugan, Ellen M.
Bradley, Anna J.	Dunbar, Elizabeth H.
Bradley, Mary	Duncklee, Flora B.
Brown, Elizabeth H.	Eastman, Clara A.
Brown, Eva J.	Edwards, Clara
Brown, Florence	Edgerton, Carrie M.
Brown, Jessie	Ellis, Adelaide F.
Bryant, Maggie E.	Ellis, Clara E.
Buckley, Rebecca A.	Ellison, Amanda C.
Bucknam, Josephine A.	Fagan, Mary J.
Bugbee, Zeluma W.	Fay, Florence W.
Carlton, Ella J.	Fillebrown, Carrie O.
Carr, Maria F. A.	Fitzgerald, Katie E.
Chamberlain, Lizzie F.	Flagg, Clara B.
Chandler, Adelaide D.	Fobes, Caroline
Cheyne, Margaret P.	Freeman, Ella P.
Clark, Grace B.	Freeman, Florence
Cline, Ada F.	Fullarton, Ella L.
Clough, Annie M.	Gainey, Annie
Colburn, Abbie W.	Gates, Florence E.
Colburn, Carrie L.	Geer, Grace W.
Colburn, Mary E.	George, Katharine W.
Colcord, Abby A.	Giles, Florence
Coleman, Florette	Gove, Emma A.
Collamore, Ella F.	Grant, Margaret C.
Conley, Mary E.	Gray, Annie F.
Conner, Alice N.	Gunn, Katie S.
Corey, Lizzie E.	Haddon, Alice E.
Cotter, Lizzie F.	Hall, Nellie A.
Coursey, Mary E.	Hanson, Helen I.
Cowdrey, Jeannie M.	Hargrave, Annie G.
Crawford, Lizzie	Harmon, Emily M.
Cross, Lillie L.	Haskins, Elizabeth D.

Haven, Fannie C.	Merriam, Ida A.
Haydn, Carrie W.	Meston, Adelaide
Hill, Silence A.	Moore, Nellie M.
Hinckley, Louise H.	Monahan, Mary J.
Hobart, Minnie L.	Montgomery, Mary A.
Howard, Lillie W. V.	Morrison, Rebecca
Howes, Lizzie G.	Murphy, Agnes J.
Hurley, Margaret T.	Murray, Esther F.
Hutchins, Anna M.	Myers, Lizzie A.
Hutchins, Mary F.	Neale, Ella F.
Hutchinson, Kate E.	Noonan, Ellen T.
Inman, Ida E.	Nottage, Mary Lizzie
Jackson, Sarepta Eva	Noyes, Eliza W.
Jacobs, Adelaide A.	Noyes, Ida H.
Jenness, Emma C.	O'Brien, Hattie T.
Johnson, Lucy E.	O'Brien, Lucy A.
Kelcher, Katie E.	O'Connor, Theresa
Kennedy, Elizabeth A.	O'Neill, Rosa C.
Kieley, Jennie C.	O'Neill, Sarah V.
Knox, Maggie A.	Overend, Sarah A.
Lane, Fannie D.	Oviatt, Martha L.
Lawton, Nellie G.	Paul, Fannie
Leahy, Frances E.	Peabody Louie M.
Leary, Maggie J.	Pearson, Minnie E.
Leary, Mary G.	Perry, Leilla E.
Leighton, Amelia L.	Phalon, Alice C.
Leonard, Cora E.	Pickett, Georgia M.
Littlefield, Alice L.	Pollex, Emma L.
Lewis, Annie A.	Pope, Martha A.
Marilave, Julia D. C.	Povah, Emily J.
Marlow, Katie K.	Power, Nellie M.
Martin, Mary E.	Powers, Mary B.
Mason, Mary E.	Putnam, Ella G.
Masters, Arabella G.	Putnam, Helen A.
Maynard, Mary A.	Ranny, Helen M.
Mayo, Adelia A.	Raymond, Mary F.
McBride, Lizzie	Reed, Annie B.
McClure, Alice M.	Reid, Anna M.
McDermott, Nellie C.	Richardson, Orville R.
McDonough, Elizabeth F.	Riley, Maggie
McKay, M. Cressy	Rodgers, Bessie
McLaughlin, Sarah J.	Roys, Viola G.
McLauthlin, H. Louise	Ryan, Alice Caroline,
Mead, Nellie J.	Sandford, Minnie
Mellen, Lucie J.	Sargent, Florence
Merriam, Eleanor H.	Sawtelle, Mary E.

Shedd, Mary H.
 Simmonds, Elia A.
 Slack, Mary R.
 Slavin, Susie A.
 Smith, Elizabeth L.
 Smith, Louisa P.
 Smith, Maria J.
 Smith, Marion F.
 Snow, Anna M.
 Spitz, Belinda
 Steele, Helen C.
 Stimpson, Lizzie M.
 Story, Adelaide H.
 Summers, Katie S.
 Sutton, Annie E.
 Talbot, Gertrude M.
 Taylor, Ella M.
 Taylor, Ida F.
 Tierney, Mary E.
 Torrey, Emmeline E.
 Towle, Mary E.
 Tuttle, Alline A.
 Tufts, Erena F.
 Tufts, Etta
 Vinal, M: Jennie
 Wallace, Nellie L.
 Waller, Nellie M.
 Walsh, Emma A.
 Welch, Anna C.
 Wellington, Carrie P.
 Wells, Carrie D.
 Westcott, Belle
 Wheelock, Emma
 Whidden, Effie G.
 White, Angela L.
 Whitmore, Frances A.
 Wilder, Clara D.
 Willard, Fannie L.
 Williams, Caroline G.
 Williams, Clarie
 Winchell, Mary B.
 Wolcott, Harriet T.
 Young, Esther M. — 240.

TRAINING CLASS.

Abell, Eveline

Aldrich, Rosabella
 Arnold, Lizzie S.
 Bancroft, Irene A.
 Bickford, Georgiana
 Calmin, Mary E.
 Crosby, Kate
 Davis, Lillie E.
 Eaton, Jennie A.
 Emery, Julia C.
 Fisk, Emma S.
 Fitzgerald, Ellen
 Ford, Annie W.
 Garland, Susan G.
 Goodwin, Eva P.
 Gookin, Carrie W.
 Gould, Dora
 Haslet, Adele
 Holbrook, Emma A.
 Johnson, Almira S.
 Knapp, Louisa
 Locke, Evelyn
 Lyon, Eunice M.
 Marshall, Julia
 McGrath, Lizzie
 McLoud, Calista
 McSweeney, Jennie
 Meserve, Lizzie
 Miner, Sarah A.
 Morrill, Ella
 Perkins, Mary
 Powell, Mary E.
 Quimby, Anna
 Reynolds, Emma
 Shepard, Carrie
 Shepard, Fannie
 Spring, Estelle A.
 Stoddard, Annie
 Storms, Lizzie C.
 Symmes, Carrie B.
 Warren, Lonisa E.
 Williams, Bessie
 Woodwell, Lucy E.
 Youngman, Emma K. — 44.

[Whole number in the school Oct.
31, 1870 — 567.]

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1870.

HEAD-MASTER.

SAMUEL M. WESTON.

HEAD-ASSISTANT.

M. LOUISE TINCKER.

ASSISTANTS.

EMILY WEEKS, ELIZA D. GARDNER,
HELEN A. GARDNER.

TEACHER OF FRENCH.

MATHILDE DE MALTCHYCÉ.

TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

TEACHER OF MUSIC.

JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

EX-SENIORS.

Backup, Mary J.
Baker, Mary F.
Ballister, Fannie E.
Barry, Alice F.
Croft, Annie M.
Curtis, Clara A.
Durgin, Abby M.
Eliot, Caroline
Epinger, Louise M.
Faxon, Maria D.
Folsom, Ella L.
Foss, Abby M.

Foss, Marion S.
Frye, Mary L.
Holden, Cornelia C.
Homer, Augusta
Kenniston, Elizabeth E
Macrae, Lois J.
Moore, Mary M.
Murphy, Annie F.
Newman, Mary J.
Nichols, Alfarata M.
Peterson, Anna G.
Pike, Ella G.
Prang, Rosa M.

Sanborn, Elizabeth A.
 Waldock, Emma M.
 Walker, Clara C.
 Ward, Julia A.
 Wheat, Jennie
 Whittemore, Margaret E.

SENIOR CLASS.

Boys.

Batchelder, Charles H.
 Cook, George B.
 Davis, Cornelius F.
 Fernald, Edward S.
 Gullbrandson, Pierre G.
 Haley, Alfred L.
 Hovey, George E.
 Jackson, William L.
 Joyce, Thomas G.
 Kellogg, George G.
 O'Neill, Henry
 Plimpton, Arthur L.
 Swain, Charles E.

Girls.

Aldrich, M. Ella
 Allen, Ida B.
 Baker, Elizabeth R.
 Batchelder, Abbieta
 Booker, Jane R.
 Bowdlear, Elizabeth H.
 Bowker, Georgiana C.
 Brown, Annie J.
 Campbell, Nellie
 Carson, Agnes J.
 Croft, Emma F.
 Dean, Florence G.
 Folsom, Leonia B.
 Goldsmith, Marietta
 Gray, Nellie
 Harmon, Mary E.
 Homer, Eugenie
 Hosford, Emma L.
 Humphries, Ida G.
 Jenkins, Ida G.
 Mulrey, Minnie E.

Peterson, Emma L.
 Pevar, Lizzie M.
 Sanborn, Clara E.
 Scott, Mildred O.
 Stevens, Ida G.
 Taylor, Maria L.
 White, Hattie L.
 Wiggin, Marianne
 Yeaton, Ellen F.

SECOND CLASS.

Boys.

Beal, B. Leighton
 Crafts, William F.
 Chamberlain, Henry A.
 Crowell, Frank H.
 Davis, William H.
 Dolan, Romanzo J.
 Dolan, Michael jr.
 Fay, Edward F.
 Filebrown, Edward A.
 Gerry, James C.
 Haverty, Timothy
 Heustis, Charles H.
 Hunt, Alfred E.
 Jacobs, Richard G.
 Jenkins, Charles H.
 May, Frank A.
 Monroe, Charles F.
 Parker, Frank W.
 Riddle, Charles W.
 Rogers, Edward C.
 Stalder, Edward G.
 Ware, Charles
 Weston, Frederic S.
 Wiggin, Frank E.

Girls.

Bumstead, Anna W.
 Clapp, Emily E.
 Cowdrey, Ella M.
 Colligan, Lizzie A.
 Crooker, Sibyl T.
 Davis, Lillie J.
 Davis, Fannie M.

Dexter, Addie F.
 Drake, Mamie F.
 Edmands, Anna M.
 Faunce, Emily C.
 Faunce, Linnie W.
 Hutchinson, Fannie B.
 Jordan, Mattie P.
 Kelley, Frances T.
 Lingham, Emma I.
 Macdonald, Anna
 Manning, Fannie J.
 May, Alice M.
 McDonough, Annie L.
 Morrill, Isabel W.
 Nason, Kate A.
 Pearson, Susie A.
 Phelps, Hattie B.
 Scanlan, Bridget E.
 Smith, Marie L.
 Sprague, Fannie W.
 Stockwell, Millie W.
 Thacher, Isabel
 Thomas Minnie E.
 Thulin Annie F.
 Washburn, Emily P.
 Weston, Lottie E.
 Wells, Clara L.
 Williams, Gertrude F.
 Williams, Lucy L.
 Woodsum, Emma A.

THIRD CLASS.

Boys.

Allen, Horace G.
 Bacon, Horace
 Bell, William G.
 Branley, Charles F.
 Byrne, Frank L.
 Carter, Henry H.
 Clark, William L.
 Cleary, James
 Coffin, George
 Cooke, James
 Crosby, Frank M.
 Corbett, Edward

Correa John B.
 Crowley, Daniel J.
 Culbert, Martin
 Deland, Thomas J.
 Emery, Howard
 Franklin, Charles W.
 Frost, George C.
 Gardner, Emanuel W.
 Gates, John J.
 Goldsmith, Simon
 Gordon, George W.
 Greene, Charles S.
 Grundin, Charles W.
 Hammond, George F.
 Heintz, Louis
 Howe, James Jr.
 Howe, Leonard N.
 Hoxie, Henry D.
 Hutchinson, Dana B.
 Kelly, Henry
 Kelley, James
 Leavitt, Percy W.
 Libby, William G.
 Lockwood, Thomas St. John
 Mulvey, Frank
 Mulvey, James
 Nevers, Marshall
 Newell, Franklin H.
 Nickerson, Herbert G.
 Parker, Charles
 Pierce, Charles T.
 Pierce, Edward
 Rice, David
 Riley, John P.
 Ryan, William H.
 Sanborn, William M.
 Shaughnessy, Thomas
 Spangler, Frank
 Sullivan, Richard
 Tucker, Charles W.
 Walker, Charles H.
 Waterman, George H.
 Watson, Thomas M.
 West, Clarence L.
 Williams, Samuel
 Woodward, Clarence E.

York, Nelson P.

Girls.

Burrell, Sarah S.

Clark, Ella E.

Clark, Justina B.

Clement, Hattie F.

Close, Caroline

Crosby, Sarah A.

Crosby, Mary E.

Dearborn, Ella L.

Dow, Amelia J.

Finneran, Mary S.

Fitzpatrick, Minnie

Folsom, Fannie

Foss, Annie H.

Grady, Maggie

Griffith, Lucie E.

Harris, Susie B.

Howe, Florence A.

Killion, Della S.

Kohl, Lizzie

Libby, Sarah E.

Littlefield, Hattie A.

Merriam, Emily M. A.

Mitchell, Annie M.

Morse, Anna W.

Mulliken, Mary E.

Mulrey, Elizabeth D.

Newcomb, Annie L.

Perrin, Mary E.

Pishon, Eva

Pratt, Nellie S.

Prince, Fannie S.

Ray, Katie E.

Richards, Celia G.

Robinson, Annie D.

Rowell, Mary J.

Sawin, Lottie A.

Slaver, Harriet E.

Sheehan, Annie M.

Wheelock, Annie

Wheelock, Fannie

Worthen, Marietta

Yeaton, Josephine R.

DORCHESTER HIGH SCHOOL.

THE Annual Report of the Dorchester High school relates to the four months at the end of the year, which closed the separate municipal history of the ancient town of Dorchester, and the eight months of the year which opened its existence as a part of the city of Boston. This school was established after earnest and long-continued efforts on the part of the friends of higher education in the town in the year 1852. The first master was Mr. William J. Rolfe, who has distinguished himself as an educator, by his practical labors in the school-room, as well as by his published works. The school was organized, in a small way, by him, and under his excellent management, at once attained a high rank, compared with similar institutions. After a faithful service of nearly five years, Mr. Rolfe was succeeded by Mr. Jonathan Kimball, for many years associate principal of the Lowell High School, and now Superintendent of Public Schools in Salem. He brought to his work an extensive experience, and a liberal culture, as well as an enthusiastic devotion to his profession. He was highly esteemed, both as a citizen and a teacher, and his influence upon his pupils was as powerful as it was elevating. He was followed, in 1865, by Mr. Elbridge Smith, formerly principal of the Cambridge High School, and of the Norwich Free Academy, who is the present head-master.

The school has fully justified the expectations of those who labored so zealously to establish it, and till the close of its history as a town institution, continued to increase in numbers and in usefulness. It has prepared many young men for college, and, more directly, for the various duties of members of society, in whose lives and characters it has already impressed its influence upon the community. It has educated a greater proportion of young ladies for the different spheres of female usefulness and influence, and a considerable number of the female teachers employed in the Grammar and Primary schools of the town were selected from its graduates. In its relations to the war of the rebellion, no institution of learning can exhibit a fairer record of patriotism among its graduates, and the soldiers' monument on Meeting-House hill, erected by the citizens, bears the names of not a few of them who fell in that sad struggle.

Though the Dorchester High School had been warmly cherished, liberally sustained, and carefully watched over by the town, it had nothing to lose, but much to gain, by becoming one of the institutions of a city, pre-eminent for its generous policy towards its advanced schools.

The number of regular teachers attached to the school when Dorchester became a part of Boston, was four; and by a vote of the Board, the organization of all the schools in the territory annexed, was continued till the close of the school year. A special instructor in French, one in Drawing, one in

Writing, and one in Music, had been employed, though the Board abolished the office of writing-master in April.

One hundred and twenty-eight pupils were registered during the year, while the average whole number was one hundred and six. Of these, seventy were girls and thirty-six were boys. The average attendance was one hundred and one, or ninety-five per cent.

The school is organized on a plan somewhat different from that of either of the other four high schools of this city. It was established as an ordinary town high school, for both sexes, in which boys are fitted for college, and in which both boys and girls are instructed in the higher branches. Its programme, therefore, has always included a classical course, as well as the usual routine of French, German, Mathematics and the sciences. Its regular course is completed in three years, but a fourth year's study is provided for those who desire to continue longer, and diplomas are awarded to those who are graduated in each course. While the plan of study, which is a combination of those adopted in the Latin, the English High, and the Girls' High and Normal Schools, has some disadvantages in the greater variety of the objects to be attained, it also has some manifest advantages. It is not always that a boy entering the High school to fit for college, is found, on actual trial, to be physically and mentally qualified to realize the ambitious hopes of parents. Then a change from the Latin to the ordinary high school

becomes necessary, involving a sacrifice of pride, and even of self-respect, which is prevented in the common New England High school, where, without being obliged "to get the hang of a new school-house," he may quietly adapt himself to the new circumstances by simply dropping his Latin. The altered financial circumstances of parents may sometimes render this facility of change desirable. On the other hand, it occasionally happens that young men, as their faculties begin to mature, develop a degree of industry, energy, and intellectual ability whose existence was not before suspected. In a school on this plan, such a young man may add the classical course to his other studies, and prepare for college without disturbing the associations and the harmony of existing school relations. Examples of both these cases have occurred in the experience of the Dorchester High School.

The annual exhibition of this school took place in Lyceum Hall, July 16, 1870. As usual, the occasion was largely attended by the people of the ward, and the spacious hall was crowded with an interested audience. The exercises consisted of music, declamations, original essays, free gymnastics, a dialogue in French, one in German, and an original "parting song" by the senior assistant. The diplomas, according to the custom of the school, were presented to the graduates of each course by Mr. Smith, the master, who in some appropriate and feeling remarks took his leave of the recipients thereof, and admonished them to be true and faithful in the new spheres of duty upon which they were about to enter.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE DORCHESTER HIGH SCHOOL, SEPT. 1870.

HEAD-MASTER,
ELBRIDGE SMITH.

HEAD-ASSISTANT,
MARY WENTWORTH HALL.

ASSISTANTS,
MARY FIFIELD PORTER, **REBECCA VINAL HUMPHREY.**

TEACHER OF MUSIC,
JULIUS EICHBERG.

TEACHER OF DRAWING,
MERCY A. BAILEY.

TEACHER OF FRENCH,
CHARLES DE LAGARLIÈRE.

PUPILS.

EX-SENIORS.

Melville, William Harlow
Clark, Sarah Josephine
Cook, Lucy Redfern
Farwell, Celestia Hayford
Hawes, Emma Britanna
Jenkins, Estelle Baden
Robinson, Mary Ann Davis
Urann, Emma Gardner.

SENIORS.

Burnham, Frank Wesley
Clapp, Edward Blake
Clapp, Richard Dexter
Dodge, Frank Hawes
Morse, Albert Gordon
Ripley, Charles
Swan, Willie Gardner

Tucker, Charles Edward
Talbot, Stephen Liversidge
Vose, John Frank

Adams, Alice Maria
Clapp, Josephine
Dale, Emma Alette
Hart, Margaret Louisa
Hildeth, Fanny Weld
Holloran, Mary Elizabeth
Knapp, Emma Frances
Mitchell, Lizzie Luella
Murphy, Ellen Evangeline
Nelson, Mary Robinson
Park, Emma Frances
Reed Mary Ann
Russell, Mary Elizabeth
Tolman, Mary Eliza.

MIDDLE CLASS.

Alexander, George Henry
 Babcock, David Marks
 Bent, William Danforth
 Elder, Robert Foster
 Gorham, George Congdon
 Hart, Stephen John
 Kedall, Walter Gardner
 Love, William
 Mann, Henry Sanford
 Monroe, Stephen A. Douglas
 Preston, John
 Southard, Lewis Carver
 Temple, William
 Tipping, Joseph Ellis
 Walko, Robert Ballantyne
 Whicher, Frank Weston

Allbright, Susan Broughton
 Brooks, Antoinette Parsons
 Brown, Ellen Almira
 Capen, Cordelia Rosanna
 Clean, Mattie Ellen
 Cook, Clara
 French, Mary Elizabeth
 Glover, Ella Frances
 Greely, Frances Rebecca
 Guild, Mary Ella
 Harding, Harriet Ann
 Hawes, Maria Wardwell
 Holden, Hattie Louisa
 Hopkins, Ella Frances
 Kendall, Ida Farnsworth
 Lee, Isabel Frances
 Mann, Mary Ellen
 Melville Caroline Frances
 Payson, Anna Holden
 Pillsbury, Adelaide
 Plummer, Priscilla Laura
 Pope, Annie French
 Pope, Hattie Louisa
 Pratt, Eugenia
 Robinson, Isabel Howe
 Swan, Ella French

Tileston, Lizzie Warren
 Tolman, Julia
 Whiton, Esther Rebecca
 Whittemore, Elizabeth Esty
 Williams, Maria Louisa
 Witherbee, Lillia Taylor
 Wilson, Alminah Augusta.

JUNIORS.

Baynton, Walter
 Carter, Arthur Ellis
 Childs, Harold Chessman
 Colgan, James Arnold
 Conness, Walter Knox
 Eastman, Edgar Frank
 Edwards, Thomas Pierce
 Everett, William Blake
 Folsom, Charles Edward
 Gorham, Sherwood Field
 Gurney, Lorenzo Wallace
 Knights, Edwin Augustus
 Leavitt, George Oscar
 Lyons, Walter Shepard
 Perrin, Frederick Huntington
 Phipp, Walter Train
 Pope, Walter Frank
 Pope, Stephen Augustus
 Shepard, Horace Blanchard
 Smith, Edward Ephraim
 Swan, Joseph Warren
 Thompson, George Badlam
 White, Willie Gardner

Brown, Fanny Bates
 Caldoff, Mary Ann
 Clark, Carrie Augusta
 Collins, Julia Annie
 Coffin, Harriet
 Dennison, Charlotte Elizabeth
 Emery, Carrie Maria
 Gough, Elizabeth
 Greely, Ella Louisa
 Haskell, Mary Louise
 Jones, Clara Augusta
 Mann, Elizabeth Benson
 Mann, Mary Susan

Merriam, Eleanor Hayes
Pratt, May Estella
Pratt, Annie Willis
Preston, Edith Lee
Roper, Mary Isabella
Russell, Emma Frances
Samborn, Mary Elizabeth
Savage, Elizabeth Ann
Sheridan, Mary Jane

Spear, Annie Augusta
Thayer, Sarah Monroe
Whitney, Sarah Caroline
Wells, Emma Geneva
Weiss, Anna Lora
Weiss, Mary Blake
Wilder, Ella Florence
Williams, Susan Ellen.

R E P O R T
OF THE
COMMITTEE ON MUSIC.

REPORT OF THE COMMITTEE ON MUSIC.

In School Committee, Dec. 20, 1870.

The Committee on Music respectfully submit their semi-annual report upon the condition of the musical instruction in the public schools.

With the beginning of the present school year, a marked change was established in the organization of this department of our public instruction. The complete plan of a progressive and systematic teaching of music,—beginning with the lowest class of the Primary and ending with the highest of the Grammar department, with its corps of special teachers under the general supervision and direction of a responsible head,—a plan so long hoped for, and so many times advocated by this committee in their previous reports,—was, by the almost unanimous consent of the Board, agreed to and set in operation. This plan, in its general features, was presented by the music committee in a special report made to this board on the 12th of April last.

In this report your Committee thus speak: "The multiplication of schools in the city proper and the additional field of labor consequent upon the annexation of Dorchester, in the minds of your Committee, call for some modification of the present plan of

musical instruction in the schools. It is now as follows:—

"There are four departments or fields of labor, constituting a progressive course, and comprising:

- 1st. The Primary schools.
- 2d. The four lower classes in the Grammar schools.
- 3d. The two upper classes in the Grammar schools.
- 4th. The High schools.

"Over the Primary Department, and also the lower classes of the Grammar Department, there are special teachers with a fixed salary, whose whole time is devoted to instruction and supervision of this specialty with the aid of the *regular* teachers, who devote a fixed time daily to such instruction, as provided in the rules. In the third division, constituting the upper classes of the Grammar schools, instruction is given by two teachers of music, Mr. Sharland and Mr. Alexander, whose labors are very unequally divided. Under the present provision of the rules it is required that two half-hours each week be given to musical instruction in this division of the progressive course by the special teachers above named. In the last division, that of the High schools, musical instruction is now given only in the Girls' High and Normal School, and the Roxbury High School, by a special teacher, at a fixed salary.

"Manifestly a more simple and philosophical arrangement would be to bring the third division into the same category with the rest. But in the present

stage of musical progress in the schools, it is believed that the master's class, at least, still calls for the personal instruction of the special teacher. It is hoped, that the second class may soon be taught this specialty by the regular teachers, under the direction of the teacher of music, in like manner as the classes below. . . . And, furthermore, it is recommended that the special teacher of music in the High School Department be clothed with supervisory power over the whole field of musical instruction (instead of confining his attention, as now, to the individual schools of that division), with a salary sufficient to command his whole time and attention during the five hours each day of school-work.

"In this way your Committee believe that, in a short time, this important department of our common-school instruction, may be made to work smoothly and efficiently, and with the least possible expense to the city."

The recommendations embodied in this report were comprised substantially in a series of orders which were appropriately referred to the Committees on Rules and Regulations, and on Salaries jointly.

On the 14th of July following, Mr. Learnard, from this joint committee submitted a report, accompanied by the following orders, in furtherance of the recommendations of the Committee on Music.

Ordered, That, from the commencement of the next school-year, instruction in the department of music be given in accordance with the following programme: Mr. Eichberg, with the title of Supervisor of Music in the Public Schools, to instruct all the

pupils of the High schools personally, and, in addition, to exercise a general supervision of the musical instruction in all the schools, devoting the whole of the school-time to the service of the city. Mr. Sharland personally to teach the first class in each Grammar school, except those in Dorchester, devoting himself to the service of the city during all the school hours. Mr. Alexander to carry forward, with the aid of the regular teachers, the musical instruction in the second class of the Grammar schools, excepting those in Dorchester, giving four-fifths of the school-time to the service of the city; provided also, that he shall take from Mr. Holt, if circumstances will admit, the third classes of the Grammar schools, excepting the schools before mentioned. Mr. Holt to carry forward, as at present, the musical instruction in the lower grammar classes; and Mr. Mason to continue also, as at present, in the Primary schools; each of these gentlemen to give to the service of the city all the school hours, and each to be exempted from teaching in the Dorchester district. Mr. Wilde to continue in charge of the musical instruction in the Dorchester schools, with the exception of the High school, giving four-fifths of the school-time to the service of the city.

Ordered, That one half-hour each week be devoted to musical instruction by the music teacher in the first class of the Grammar schools; and that ten minutes each day be devoted to musical instruction in the second class in the same schools, under the general direction of the music teacher for the class.

Ordered, That section 10, chapter xii., be amended so as to conform to the foregoing orders.

The report was accepted, and the orders were then adopted unanimously.

The operation of the plan as set forth in the above orders has been in the main satisfactory. Naturally, some little friction was to be expected in the first working of the new machinery, and some modifications necessitated.

Your Committee believe that the plan would work more smoothly, and a fairer division of labor among the corps of music teachers be effected, if the relative positions of Messrs. Alexander and Holt be changed,— the former to take charge of the fifth and sixth, the latter of the third and fourth of the grammar classes (as classified under the new arrangement in the gradation of the Grammar schools), while to Mr. Sharland be given the first and second classes of the new gradation.

And your Committee further recommend that ten minutes in each forenoon be devoted to musical instruction by the regular teachers of these two upper classes (under the general direction of the special teacher), in like manner as is now done in the classes below these grades.

They also respectfully recommend that musical instruction be introduced as a recognized requirement, on two days of each week, in the Latin and the English High schools, under the supervision and direction of Mr. Eichberg, with such aid as can be afforded by the regular teachers in these schools. This last is required to complete the plan of musical instruction as applied to *all the departments* of our public-school system.

In the general progress and improvement in musical attainments throughout all the schools during the past year, your committee find much to commend. The *esprit de corps* among the teachers of this specialty is excellent; their faithfulness and devotion to their duties most admirable; and the increasing

interest of masters, teachers and pupils in this branch of study, is unmistakably manifest.

Appended hereunto are the reports of Mr. Eichberg, the recently appointed supervisor of music in the Boston public schools, to this committee, and the several reports of his associates in the corps of musical instruction.

To the Chairman and Members of the Committee on Music.

GENTLEMEN: —

Enclosed you will find the reports of the music teachers in the public schools, with the exception of that of Mr. Alexander, who has been sick most of the term, and consequently not able to give much attention to this department. Personal inspection has shown me that, while the musical status of the schools has been steadily improving, there are a few points upon which I have to attract your attention.

I cannot but think that eventually we will require the services of an additional teacher to act as a deputy for any one that might by sickness or otherwise be incapacitated to teach for a shorter or a longer period; this deputy to draw a limited salary, and hold himself ready for any emergency.

While inspecting the primary schools, the want of some musical instrument in the class rooms has struck me as a drawback to the musical studies, inasmuch as most of the teachers have to rely upon their ears for giving the pitch, and in doing so are liable to errors. If no appropriations can be had for this purpose, and as a substitute, until something better is provided, each primary teacher ought to be furnished with a common pitch pipe, giving either A or C , which would be certainly an improvement upon the total absence of any instrument with fixed intonation, in most of the school rooms.

In consideration of the bad influence of using pianos that are out of tune, in schools, I have instructed all the music teachers to report such cases directly to me; and in this manner these instruments can be soonest looked after.

Meetings of the music teachers, being an excellent method of bringing unity into our musical instruction, will be held, in future, once a month.

I have taken steps to provide the pupils of the training school with adequate musical instruction, to be given by the teacher of music in the primary schools and which is to be of a normal character, to prepare the pupils to efficiently instruct music in the public schools.

Preliminary measures have also been taken for the giving of musical instruction to the pupils of the Latin School. Mr. Charles J. Capen, a master in this school, and an efficient musician, will take charge of this branch, under my supervision.

The following schools have been instructed by me personally:—

1. Girls' High and Normal School.
2. Roxbury High School (mixed).
3. Dorchester High School (mixed).

The Girls' High and Normal School, owing to its size, is instructed in four sections, the others in two. In schools 2 and 3, I have successfully introduced singing in four parts. The school 1 has been practising solfeggios in one, two, and three parts. The High and Normal School compares favorably this year with any preceding school-year, and the middle and senior class are a great improvement in reading at sight upon any previous class. The Roxbury and Dorchester High Schools have also made progress in reading music, and since the introduction of mixed part songs, a great interest has been awakened among the male scholars.

Annexed are the reports of Messrs. Sharland, Holt, Mason, and Wilde.

It gives me pleasure to state to your honorable committee that my intercourse with my associates in my official capacity has been a uniformly pleasant one, and that all my suggestions have been received in the best and kindest spirit by them.

All of which is respectfully avbmitted.

JULIUS EICHBERG,

Supervisors of Music in the Boston Public Schools.

BOSTON, December 8, 1870.

DECEMBER 8, 1870.

To JULIUS EICHBERG, Esq., *Supervisor of Music, etc.*

REPORT FOR UPPER CLASSES OF THE GRAMMAR SCHOOLS.

These classes have passed through musical theory and practice, from September 1st, to date, as follows:—

1st. Review of musical characters.

2d. Positive sounds with triads.



3d. Transposition of scale.

4th. Positive sounds with triads in



5th. Signatures, giving power to recognize the same in any piece of music.

6th. Exercises in time, giving power to sing under a conductor, without piano, written upon the board in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, $\frac{6}{4}$, etc.

7th. Solfeggios from the book in one, two, and three parts, without piano. Different keys. Examples.

Moderato.

1

2

Allegro.

Respectfully submitted by

J. B. SHARLAND,

Supervisor and Teacher of Music in the Upper Classes of the Grammar Schools.

BOSTON, Dec. 5, 1870.

Mr. EICHBERG, *Supervisor of Music in the Public Schools.*

DEAR SIR,—In reply to your request for a report of the progress made in my department, I would say that I have visited the classes under my supervision once in every four weeks.

During the last four weeks, owing to the illness of Mr. Alexander, I have (in nearly all of the schools) taken charge of his classes in addition to my own. In my sixth class is commenced an intellectual study of the sounds of the scale.

To illustrate: Children are taught to recognize any sound of the scale, by its scale name; as, 1, 2, 3, 1, 4, 2, 5, 6, 4, 7, 8, etc.; and they will produce the same at the dictation of the teacher. This is intended mainly to educate and train the ear.

One or two minutes are spent in this exercise, which is followed by a representation of the sounds, thus :—



which trains the eye together with the ear.

Five minutes are spent in this way, each day, as a drill exercise, followed by practice upon the music charts. The result of this drill is remarkable. The ear becomes so well trained that children will go to the black-board and write the scale, or *pitch-name*, of any sounds given with the syllable *la*. This drill of single sounds is followed by Triad practice, after which the class is divided, an additional pointer used, and the pupil is trained in two-part harmony.



This is followed by the practice of two-part songs upon the charts, together with the beating of the time; and, in addition to this, in the fifth and fourth classes, by the chromatic scale and a study of the keys which grow out of it.



And such has been the progress, that children ten years of age will go to the black-board and write the pitch of any progression of sounds which may be given in any of the sharp keys. I think it is safe to say that at the end of the school year the fourth class will have so practical a knowledge of all the nine different keys, that they will sing correctly any choral which may be written in any of those keys, *at sight*.

The pupils become familiar with the position of each scale upon the staff, the same as in the key of C.

To illustrate :—



The teachers under my supervision are accomplishing much more than last year. A large majority are doing excellent work. All are doing something. Their experience, and the result of their work, is giving them confidence, and many are teaching successfully, what a year ago seemed to them impossible. We shall continue to improve in proportion as the teachers gain ability and confidence in themselves to do the work.

Yours very truly,

H. E. HOLT,

Supervisor of Music in the Lower Classes of the Grammar Schools.

BOSTON, Dec. 1, 1870.

JULIUS EICHBERG, *Supervisor of Music.*

DEAR SIR,—I am happy to report, in regard to the progress of musical instruction in the Primary schools, that the regular teachers are bringing the children up to the requirements of the programme better than at any previous time. It is hoped that by the end of the present term (in March) there may be shown still more satisfactory results.

Yours truly,

LUTHER W. MASON,

Supervisor of Music in the Primary Schools.

BOSTON, Dec. 7, 1870.

JULIUS EICHBERG, Esq., *Supervisor of Musical Instruction in the Boston Public Schools.*

DEAR SIR,—In giving my report of the work done in the Dorchester schools, I would say that this is the first year that music

has been taught in the schools of Dorchester, with the exception of the first class in the master's room, which I have visited weekly for three years.

I now visit all the rooms in each school once a week. The teachers are generally anxious to accomplish all they can with their pupils. Five teachers cannot sing, and know nothing about music. With them I practise separately.

The first class had been through the first twenty lessons of Mr. Mason's charts (second series), the chromatic scale, and have just commenced reading in the different keys. They are doing well, and I hope, by the end of the year, they will be as far advanced as the third and fourth classes in the Boston schools.

The other classes in the Grammar department are supplied with Mason's charts (second series), and are not so far advanced by two years as they are in the Boston schools.

The Primary schools are all supplied with Mason's charts (first series), and are doing very well indeed; they also are about two years behind in their studies, but I hope by my weekly visits in the Primary schools and lower classes of the Grammar schools, to have them up to the high standard attained by the Boston pupils in the shortest time possible.

I would, before closing my report, call your attention to the wretched condition of the piano-fortes in our schools. I hope we may have better ones before the end of the year.

Respectfully yours,

HIRAM WILDE,

Supervisor and Teacher of Music in the Grammar and Primary Schools of the Dorchester District.

As embodying the recommendations set forth in the report of your committee, the following orders are respectfully submitted: —

1. *Ordered*, That under the new arrangement of the gradation of the classes in the Grammar schools, Mr. Sharland shall take

charge of the musical instruction of the 1st and 2d; Mr. Holt that of the 3d and 4th, and Mr. Alexander that of the 5th and 6th classes respectively, in the schools now taught by them, and at the salaries they now receive.

2. *Ordered*, That ten minutes each day be devoted to musical instruction by the regular teachers of the 1st and 2d classes of the Grammar schools (under the new gradation), in like manner as is now done in the other classes of those schools.

3 *Ordered*, That hereafter, no contract for the purchase of pianos for the schools shall be made without the approval of the standing committee on music.

ANNUAL MUSICAL EXHIBITION.

The third regular Musical Exhibition of the Public Schools took place in the Music Hall, on Wednesday, the 8th day of June last. The morning was devoted to the Primary, the afternoon to the High and Grammar schools.

Promptly at the hour of 10 A. M. about a thousand pupils from the primaries, varying in age from five to eight years, were marshalled to their places on the platform and performed their parts with admirable precision, accuracy, and good taste. They were accompanied by an orchestra of about twenty-five musicians,—the whole under the direction of Mr. L. W. Mason.

The following was the Programme:—

PART I.

- I. OVERTURE,— *William Tell.*
- II. LOVE OF COUNTRY,— *Old German Choral.*
- III. THE LARK,— *Old German Melody.*
- IV. YE HILLS AND VERDANT VALLEYS,— (*Semi-chorus & Chorus.*)
R. Schumann.
- V. PHYSICAL EXERCISES,— Cuckoo Galop — Orchestra. *Gung'l.*

PART II.

ILLUSTRATIONS OF THE METHOD OF INSTRUCTION IN MUSIC IN THE
BOSTON PRIMARY SCHOOLS.

- 1. The First Year's Course, with Songs.
- 2. The Second Year's Course, with Songs.
- 3. The Third Year's Course, with Songs.
- 4. Miscellaneous School Songs.

- (a) SONG OF PRAISE,— *H. G. Nägeli.* 1773—1836.
- (b) THE CHILD'S ANGEL,— *C. G. Glaser.* 1784—1829.
- (c) PRAISE OF SINGING,— *J. A. Hiller.* 1728—1804.
- (d) SEMI-CHORUS AND CHORUS,— “What Say All?”

The performances of the High and Grammar Schools took place at the usual hour of 4 P. M. under the conductorship of Mr. Julius Eichburg. Mr. Sharland presided at the Organ. The order of exercises was as follows:—

- I. ORGAN VOLUNTARY,— *J. B. Sharland.*

II. CHORAL. "Now Night comes softly stealing." Harmonized by *J. S. Bach*.

III. JUBEL OVERTURE,—*Weber*.

IV. CHORUS. "Oh Vales with Sunlight Smiling."—*Mendelssohn*.

V. SOLO AND CHORUS. From the Cantata "St. Cecilia."—*Van Bree*.

The Soli by the pupils of the Girls' High and Normal and Highlands High Schools.

VI. CHORUS,—"Rest, Weary Pilgrim,"—*Donizetti*.

VII. GLEE,—"Away to the Fields,"—*J. Eichberg*.

WORDS BY B. E. WOOLFE, ESQ.

The Soli by the pupils of the Girls' High and Normal and Highlands High Schools.

VOCAL AND PHYSICAL EXERCISES UNDER THE DIRECTION OF MR.
L. B. MONROE.

VIII. OVERTURE,—"Egmont,"—*Beethoven*.

IX. MOTET,—"Ye Sons of Israel,"—*Mendelssohn*.

By pupils of the Girls' High and Normal and Highlands High Schools.

X. MADRIGAL,—"I Love my Love,"—*B. Allen, Mus. Doc. Oxon.*

XI. WAKE, GENTLE ZEPHYR,—Full Chorus, —*Rossini*.

XII. THE OLD HUNDREDTH PSALM.

The chorus, as in past years, consisted of about twelve hundred pupils, selected from the Girls' High and Normal, and the Roxbury High and the Grammar Schools, and was accompanied by a full orchestra and the great organ.

We do no more than repeat the almost unanimous

expression of opinion when we say that intrinsically these performances were worthy of the highest praise, while relatively they surpassed in excellence any of the efforts of preceding years.

The committee, in conclusion, have reason again to congratulate this Board upon the measure of success to which this branch of instruction has attained in our Public Schools; its efficacy as a means of recreation and discipline in the school-room, its happy and humanizing influence upon both teacher and pupil, and its manifest aid in the acquirement of "that nameless element in spoken language which makes up the music of the phrase,— *refined and educated speech.*"

Respectfully submitted by

J. BAXTER UPHAM,
Chairman,
JOHN P. ORDWAY,
F. H. UNDERWOOD,
R. C. WATERSTON,
W. H. CUDWORTH,
CHARLES L. FLINT,
GEORGE MORRILL,
Committee on Music.

**REPORTS
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS,
For the Year ending August 31, 1870.**

TWENTIETH

SEMI-ANNUAL REPORT.

To the School Committee of Boston:

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-second Report, the twentieth of the semi-annual series.

The school visited, and other duties performed by me during the past half-year, may be summarized as follows: About *four hundred and fifty* visits have been made to the schools; a large share of time was devoted to the examination of the lower classes of the Grammar Schools; a meeting of all the teachers was held at the hall of the Wells School, on the afternoon of Friday, the 11th of February; several district meetings of Primary School teachers were attended, for which arrangements were made by the masters of those districts; the usual monthly meetings of the masters of the Grammar Schools have been held at the City Hall; on the first Monday of each month, a meeting of the truant officers has been held at my office for consultation in respect to the performance of their duties; in accordance with the requirements of the regulations, a record has been kept of persons desiring to be candidates for the

office of teacher, with remarks respecting their qualifications, for the information of committees; the school statistics have been collated, compiled, and digested, for my own and other reports, without any clerical assistance; the calls for special services from committees of the Board, and from individual members, have been attended to; the usual courtesies have been extended to numerous visitors seeking information concerning our school system; many letters of inquiry respecting educational matters have been answered, and yet many for want of time remain unanswered; consultations with individual teachers have been, of course, very numerous; and no little reading and study have been required to keep up, in some degree, with the current thought and doings of the educational world. Without undertaking to enumerate all the ways in which my time has been occupied, I will only add in this connection, that with the utmost industry, I am unable to meet all the demands upon my time and attention, these demands having more than doubled since I came into office. I am expected to inspect the work of upwards of nine hundred teachers, and yet I have no assistant, no clerk, and no means of conveyance.

SUMMARY OF ATTENDANCE.

The following is the general summary of the attendance of pupils in all the public schools, during the half-year ending February 28, 1870, including the Dorchester schools: —

General Schools.	No. Schools.	Average Belonging.	Average Attendance.	Average Absence.	Per Cent of attendance.
High	5	1,855	1,805	50	96.2
Grammar.....	86	18,996	17,934	1,062	94.2
Primary	828	15,091	18,172	1,819	91.2
Totals.....	869	85,442	82,411	2,431	

Special Schools.	No. Schools.	No. Enrolled.	Average Attendance.	Average Absence.	Per Cent of attendance.
Licensed Minors'..	2	78	67	11	84.5
Deaf-mute.....	1	82	25	7	78.0
Evening High	1	142	83		
Evening.....	10	8,250	835		
Totals.....	14	8,502	1,010		

DORCHESTER SCHOOLS.

The annexation of the town of Dorchester, which took place in January last, brought with it a large territorial addition, and a very considerable increase to our number of schools, pupils, and teachers. The following is a summary of the statistics of the Dorchester system of schools, as contained in the last report of the committee of the town, for the year ending November 1, 1869:—

SCHOOLS.	Whole Number in School,		Average Attendance.		Per Cent. of Attendance.		Under 5.	Over 15.
	Sum.	Win.	Sum.	Win.	Sum.	Win.		
	89	99	87	95	91	87	..	79
High.....	89	99	87	95	91	87	..	79
Grammar and Primary	2,058	2,019	1,579	1,578	86	87	86	97
Totals.....	2,147	2,118	1,666	1,673	av. 88	av. 87	36	176

The whole number of schools was ten; namely, one High school, seven District schools, comprising both the Grammar and Primary grades, and two Intermediate schools.

The names of some of the District schools have been changed since annexation. The following table shows both their original and their present names:—

Original Names.	Present Names.	Teachers March 1, 1870.		
		Male.	Female.	Total.
High	High.....	1	2	3
Everett	Everett, Dorchester.....	1	6	7
Mather	Mather.....	1	7	8
Gibson	Gibson.....	1	5	6
Bowdoin	Atherton		2	2
Adams.....	Harris	1	6	7
Stoughton.....	Stoughton Intermediate.....		1	1
Washington	Stoughton	1	6	7
Winthrop	Codman.....	1	5	6
Norfolk	Tileston	1	2	3
		8	42	50

In addition to the regular teachers as indicated above, three special teachers were employed; namely, one in music, one in penmanship (male), and one in drawing (female).

The cost of maintaining the schools for the year ending March 1, 1870, was as follows : salaries, \$35,552.47; fuel, \$2,655.44; care of houses, \$1,640.-22; furniture and repairs, \$4,697.57; incidentals, \$1,405.82; general expenses, \$3,237.02; total, \$49,-188.54.

A detailed statement of the statistics and organization of the Dorchester school system, as they existed at the time of annexation, has been inserted in the appendix to this report, for future reference.

At the meeting of the Board in January, it was voted, that, until otherwise ordered, the schools of Dorchester (Sixteenth ward) retain their present organization and text-books, and that the teachers employed therein receive, as compensation for their services, such salaries as they were receiving at the time of annexation.

Having made but one circuit of visits to the Dorchester schools, and that a very hurried one, I cannot speak of their condition with confidence. I was, on the whole, favorably impressed with what I saw. The accommodations are, in the main, good; some improvements, however, are very obviously demanded. A noble edifice for the use of the High School is nearly completed. An admirable Grammar school-house for the Tileston School was dedicated in December last. It gives me much pleasure to say

that the old-fogy element seems to me to be very nearly a minus quantity among the Dorchester teachers. If it turns out that my impression is correct, it will also be found, without doubt, that the schools of these teachers are, or will be, inferior to none.

PRIMARY SCHOOLS.

The average whole number belonging to the Primary Schools during the last half-year was, exclusive of the Dorchester schools, 14,307, against 14,038 for the preceding half-year, while the average daily attendance was 13,114, against 12,747, and the per cent of attendance was 91.5 against 90.9. The average whole number of pupils during the last six months, exclusive of Dorchester, was 423 less than it was during the corresponding six months of the preceding year, and yet the same number of teachers, 309, is employed. The average whole number belonging to the Dorchester Primary schools was 784; the average attendance was 658; the per cent of attendance, 83.7, and the number of teachers, 19.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, March, 1870, and the average number of promotions to each school in the respective districts, exclusive of the schools in Dorchester:—

DISTRICTS.	No. of Schools.	Sent to Gr. Sch'l.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	8	38	4.7	Lewis	9	54	6.0
Bigelow ...	14	113	8.0	Lincoln	8	61	7.6
Bowditch ..	11	86	7.8	Lyman.....	7	76	10.8
Bowdoin ...	9	48	5.3	Mayhew ...	10	78	7.3
Boylston ...	6	47	7.8	Norcross ..	12	106	8.8
Brimmer ...	18	86	6.6	Phillips ...	8	49	8.1
Chapman,...	10	79	7.9	Prescott ...	9	68	7.5
Comins.....	21	147	7.0	Quincy	21	104	4.9
Dearborn...	16	74	4.6	Rice	7	46	6.5
Dwight	6	52	8.6	Shurtleff...	7	62	8.8
Elliot	16	111	6.9	Washington	12	68	5.6
Everett	10	73	7.3	Wells.....	12	82	6.8
Franklin ...	6	52	8.6	Winthrop ..	9	103	11.4
Hancock ...	19	182	6.9	Training ..	8	19	6.8
Lawrence ..	10	84	8.4	Totals....	309	2,183	7.0 av.

The number of pupils promoted to the Grammar Schools averages *seven* to a school. By inspecting the table, it will be seen which districts fall below this average and which rise above it. If we compare the whole number of pupils promoted with the average whole number belonging, we find the ratio about one to six and a half. This comes up very near the standard proportion, which is one to six. The course being three years, and the promotions being made semi-annually, it is obvious that if at each examination one in six is promoted, the average

period spent in the Primary Schools will be no more than that laid down in the regulations, namely, three years.

The following table shows the average number of Primary pupils in each district, exclusive of the Dorchester schools, and the *average number of pupils to a school, or teacher, during the last half-year*:—

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	8	414	51.8	Lewis	9	390	43.3
Bigelow ...	14	727	51.9	Lincoln	8	386	48.2
Bowditch ..	11	418	38.0	Lyman.....	7	358	51.1
Bowdoin ...	9	365	40.5	Mayhew ...	10	408	40.8
Boylston ...	6	313	50.5	Norcross...	12	594	49.5
Brimmer ...	18	524	40.8	Phillips	8	296	37.0
Chapman ...	10	469	46.9	Prescott ...	9	428	47.5
Comins.....	21	1,103	52.5	Quincy.....	21	706	33.6
Dearborn ..	16	848	53.0	Rice	7	281	40.1
Dwight	6	292	48.6	Shurtliff...	7	386	55.1
Eliot	16	748	46.7	Washington	12	616	51.3
Everett	10	497	49.7	Wells.....	12	517	43.1
Franklin ...	6	323	53.8	Winthrop ..	9	402	44.7
Hancock ...	19	905	47.6	Training ...	8	120	40.0
Lawrence ..	10	478	47.3	Totals ...	809	14,307	46.8 av.

It appears, from the above table, that the average number of pupils to a school is a little rising *forty-six*, three less than the new standard, and ten less than the old standard. It will be observed, also, that

the number of pupils to a teacher in some districts is about *twenty* less than in others.

Speaking in a general way, it may be truly said, I think, that our Primary Schools are in a good condition. It is not easy to perceive just what the actual progress of the whole department is, from year to year. It would not be difficult to name certain individual schools which are evidently better now than they were a year ago. Others could be designated which do not seem to change either for better or for worse; such as they were, they are. Then there are a few, probably, which, owing to some unfortunate circumstances, have seemed to deteriorate. But, looking over the whole field, and comparing these schools as they now are with what they were a dozen years ago, the progress that has been made is not only evident but surprising. This improvement has cost much effort. It is, of course, all due, primarily, to the wise action of the Board; but there have been teachers, and there are now teachers, who have, by their example and influence in favor of progress, merited the highest commendation.

Several years ago, an order was passed by the Board, authorizing the district committees to introduce into the schools of their respective districts, Leigh's phonic system of teaching the first steps of reading, making use of the phonic charts and Hillard's first and second readers, printed in the pronouncing type. In the Lincoln district the experiment was immediately commenced. In the course of six

months or a year, several other districts followed the example of the Lincoln. The experiment has been, I believe, generally successful. In some cases, the results attained have been very remarkable. One year ago I referred with commendation in my report to the extraordinary success of a teacher at East Boston, in teaching the first steps in reading, by the phonic method, but without using Dr. Leigh's pronouncing type. The success in that case was clearly the best I had then seen. But I have now to report that it has been surpassed by Miss Catherine A. Dwyer, of the Lawrence District, who has made use of Dr. Leigh's system. I examined her class, in company with the master of the district, near the close of the month of February. It consisted of about fifty boys, between five and six years of age, from homes little calculated to develop their intelligence. During the six months, these pupils had read the first reader, and eighty-five pages of the second; an amount of reading exceeding what the programme requires during a year and a half. They had been taught to spell by sound, for this is the very process of the method of phonic reading, but they had not been taught to spell by naming the letters, either on the book, or off. Indeed, they had not been taught the names of the letters; but on examination I found that they knew them. Each individual pupil was examined on a piece taken at random in the second reader, and they read with but little hesitation. Five or six of the best boys were tried on a piece in the second reader, beyond where they had been taught,

which they read quite well. They were then tried on a new piece in the same book, printed in the common type, which they read with considerable fluency. Such results in teaching the first steps in reading I had never before witnessed in any school whatever, and they certainly afford strong evidence in favor of the new pronouncing type. I am happy to be able to put in this evidence in favor of the pronouncing type which Dr. Leigh has taken so much pains to perfect and make known. But whatever may be thought of the system employed by Miss Dwyer, it seemed to me, as I saw her handle her class, that there could be no difference of opinion as to her skill in teaching. She is undoubtedly a teacher of the right type; for in achieving this extraordinary success in teaching reading, she did not neglect any other branch. In fact, everything in the programme seemed to be equally well taught. She handled object teaching in an admirable manner, although she had never enjoyed the advantages of a normal or training school. Her whole heart seemed to be in her work, and this goes far to account for her success.

GRAMMAR SCHOOLS.

The average whole number of pupils belonging to all these schools, including those in Dorchester, during the last half year, was 18,996; the average attendance was 17,934, and the per cent of attendance, 94.2. The whole number on the roll at the end of February, not counting the Primary pupils already accepted for

promotion, was 18,808. The whole number of regular teachers in this department at this time is 430: males 63, and females 367. Besides these, there are twenty special teachers; namely, one in physical and vocal culture, four in vocal music, one in writing [in Dorchester], and thirteen in sewing.

The classification of the pupils by grades, excluding the Dorchester schools, is as follows:—

Number of pupils in the 1st class,	1,270
" " " 2d " 1,763	1,763
" " " 8d " 2,687	2,687
" " " 4th " 3,076	3,076
" " " 5th " 3,854	3,854
" " " 6th " 5,096	5,096

The clasification of the pupils by ages, excluding the Dorchester schools, is as follows:—

Under eight years of age	65
Between eight and ten years	2,958
Between ten and twelve years	6,154
Between twelve and fourteen years	5,662
Between fourteen and fifteen years	1,858
Over fifteen years	1,049

About *seven per cent* of the pupils in the Grammar Schools are found in the first class, while about *twenty-eight per cent* are in the sixth class. A table has been inserted in the appendix showing the classification of all the schools in detail. In this table it will be seen that the schools differ very considerably in respect to the proportion of pupils in the highest and lowest classes. A large first class is an indication of

merit in a school; and a small sixth class is another good sign. The column in the table above referred to, showing the number of pupils over fifteen years of age, deserves attention. A large number of boys over fifteen in a Grammar School does not seem to me to be a good thing. They should go forward to the High School at an earlier age.

The Programme. — Since the beginning of the present school year very marked progress has been made in carrying out the requirements of the *new course of study* for the Grammar Schools. During the months of December, January, and February, I devoted as much time as my other duties would permit to the inspection of the Grammar Schools, and especially to the examination of the divisions of the sixth class, with a view to ascertain the practical workings of the new programme. This grade was selected because it was precisely here that some imagined the requirements to be impracticable, and it was at the bottom of the department that the beginning of the new plan should first be made sure.

I cannot commend indiscriminately the teaching in all the rooms I visited. There were some teachers who seemed wedded to the old routine, who had no faith in the new requirements, who were still working the treadmill,— keeping their pupils in motion, without carrying them forward as fast as they ought to go. Many teachers were doing very well in a part of the studies, while in others, they were more or less deficient. In some classes, there was a uniform excellence in all the branches. Not unfre-

quently I was agreeably surprised by some admirable result. In almost every case the teachers manifested a commendable spirit. On the whole, I was greatly encouraged by what had been accomplished. The needed improvement is well begun. Most of the teachers of the sixth class have already proved themselves capable of teaching in a rational and profitable way. What I wish now to advise them especially is, *to carry along at the same time all the branches required by the programme.*

I find that teachers look into reports to find specific criticisms and suggestions, and accordingly I will here set down some hints drawn from my notebook and memory:—

1. The reading is generally satisfactory, but in conducting this branch, teachers seemed inclined to spend too much time in explaining the sense of the pieces, and in elocutionary drill. These things are not to be neglected, but they are not to be the principal things *at this stage*. There are certain lessons designated in the programme to be studied by the pupils and explained by the teachers; and if these pieces are properly taught, the pupils will be so trained that they will pay attention to the meaning of other pieces read by them. But during the first and second steps in the course, the chief, not the only, aim should be to teach correct pronunciation, distinct articulation, and fluent utterance of the words of the printed page—any printed page. They will make many mistakes at first, but their errors must not be too sharply criticised. What the blundering

little reader most needs in many cases, to help him surmount the difficulties, is encouragement and not rebuke. He conquers who believes he can. Give him more practice; let him read a page, and not point out to him one in ten of the mistakes he has made. The child who makes mistakes through sheer carelessness, must be treated somewhat differently. He should be stopped, and made to feel that he must take pains. The good teacher learns to discriminate. There can be no good teaching without good discrimination. In fact, it would not be very wide of the mark to say that good teaching is good discrimination.

2. The spelling-book is the symbol of popular education, and justly so, for it is the first word-book, and words are the medium of all teaching. Normal schools would do a good thing if they would teach their pupils how to use the spelling-book in the school-room. The greatest blessings are liable to the greatest abuses. No school-book in these latter days has fared so hard as the dear old spelling-book. In the first place, the book-makers have metamorphosed it into an ugly shape. Most modern spelling-books that I have seen ought to be entitled "spelling made repulsive." But the great antagonist of the speller has been the modern educational maxim, "Ideas before words," a maxim which is good within certain limits, but which is bad outside those limits.

But the spelling-book is probably destined to a great longevity. The witty description of it, as a collection of nonsense columns, did much to cause its

neglect for a time. But that *bon mot* has lost its power, and the spelling-book is regaining favor. Still, there are those who regard it as a necessary evil. For one, I value the spelling-book, and its right use in school I regard as very important. The *reading* of the spelling-book as a preparation for *study*, and to some extent a substitute for it, is working well, where it is well done. I do not like much simultaneous reading, or pronouncing by the teacher for the pupils. If a pupil, in his turn, fails, the class might be called upon. By reading is meant spelling on the book,—naming the letters and syllablicating. The skilful teacher slides rapidly over the easy words, or omits them altogether, and gives the time to the harder words, not the hardest list, until all the rest have been gone over. What a waste of time to set a pupil to *study* a spelling lesson, the words of which he cannot pronounce! It should be remembered that pupils learn spelling mainly by *practice*, and not by *studying* the lessons assigned. The teacher who would get along well with the spelling-book, should occupy much time in reading and spelling the lessons, and little in study, and not be annoyed by failures in these early stages.

3. The writing books look very well; in fact, they look too well for the books of beginners. Trial paper seems to be too much used for practice, the copy-book being kept for a sort of specimen book for show; the result is, that the pupils generally have not gone over ground enough. I am almost upon the point of reporting here the small number

of pages written in the writing books in certain schools during six months. The requirements of the programme in regard to this branch are, however, carried out in schools enough to prove their practicability and utility, and I trust there will be no exceptions hereafter. I am asked, Is it quantity you wish for, and not quality? I reply, that I want a fair share of both. Children should be taught to write with reasonable care, but they must not be expected to form letters perfectly at first. They need varied practice on elements, letters, words, and sentences, at an early stage.

In the upper classes, there seems to be too much time spent on formal writing lessons. Formal writing and formal spelling should occupy very little time in the graduating class. How preposterous to drill our pupils, at the age of fourteen or fifteen, on spelling, until they can get ninety-nine per cent on hard words, while they know little or nothing of the elements of science!

4. Those schools pleased me best in arithmetic where most attention was paid to *practical* questions. In nearly all the lower classes, by far too much time is spent on questions involving large abstract numbers. It is a wretched waste of time to keep young children a long time on the addition of long columns of large abstract numbers. It is a mere mechanical operation, and does nothing towards making the pupils *intelligent* on the subject of arithmetic. How long should the pupils in the sixth class be instructed in numeration before they begin addition? About

fifteen minutes. The instruction in writing and reading numbers should be taught incidentally, as they seem to be needed. If you admit the absurdity that you must begin addition by dictating numbers as high as hundreds of millions to be added, I grant that numeration must first be taught. The aim in teaching arithmetic should be to make children intelligent on the subject, and the best way to do this is to give them plenty of practical problems, graduated to their ability, and then afford them the requisite assistance in solving them, and no more. The text-book is of not much use, where the teachers are competent, except as a repository of appropriate problems. In our Boston schools, there should be no teacher who is not capable of teaching the subject of arithmetic without relying upon the book.

5. In my next visits, I hope to see a great improvement in teaching the required oral lessons. But perhaps I should state my hope in a different way. I really have no great fault to find with what I saw of oral teaching, but what I complain of is that it was too generally neglected. What is the necessity of allowing many months to pass before beginning?

6. I love to see order and beauty, and therefore I am pained to see a higher kind of order and beauty sacrificed to a lower kind. Pupils, seated according to their size, present to the casual observer a pleasing spectacle. If one desires to see an order and beauty of this sort, on a large and splendid scale, he can see it in one of the great schools of New York.

I saw there, in a fine hall, a thousand pupils arranged on their settees with the strictest regard to their height. The effect is charming. I see a tendency to imitate this spectacle on a small scale in our school-rooms. But where this is done, a true and useful order is sacrificed to an order of no practical utility to the children. They are not sent to school to be made a show of, but to be instructed. There is great advantage in seating pupils according to their character and temperament. The nervous, active, excitable pupil should be seated in the back part of the room, while the sluggish and lazy should be as near as possible to the teacher. The short-sighted should, of course, be seated where they can see the black-board. Then, judgment and ingenuity should be used in placing the honest and the dishonest pupils in appropriate places. All this is not to be told the pupils. It is not necessary, in most cases, that the pupils should know the teacher's reasons for assigning their seats. It is enough if they have a general confidence in the teacher's endeavors to do the best thing for all. The pupils of a school are seated in the true order where they are arranged solely with reference to their discipline and instruction. This may seem to some a small economy, but it is the sum of small economies which produces the grand results.

SCHOOLS FOR LICENSED MINORS.

There are two schools of this kind, one in North Margin street, and one in East street. The average

number belonging during the last half-year was 78, and the average attendance 67, the per cent of attendance being 84.5. The attendance at these schools has not quite held its own during the past year; but it is believed that, in other respects, they have gradually improved from the time of their establishment. In my last report I called attention to the fact that the efficiency of these schools was impaired for want of a vigorous execution of the rules adopted by the Board of Aldermen to regulate the granting of licenses to minors. This evil has been in a measure remedied by the Chief of Police. The internal management and instruction of the schools, under the judicious supervision of their Committee, have been very satisfactory. The plan on which they are based is undoubtedly a good one, and I trust it will be steadily adhered to, and carried out by the harmonious coöperation of the Committee, the police department, and the truant officers.

HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last *half-year* was 1,355, the average daily attendance was 1,305, and the per cent of attendance, 96.2. The number belonging to the High Schools is a little less than *four per cent* of the whole number belonging to all the schools.

The relations between our High and Grammar Schools are probably at this time as harmonious, or, to speak more exactly, as little antagonistic as they have ever been. But there is evidently not that cor-

dial coöperation between them which ought to exist. There is more or less prejudice and injustice on both sides. High School teachers are apt to expect too much of their pupils, and to attribute their imperfections to the bad management of their former instructors. The Grammar School teachers, on the other hand, too often deprecate the character and management of the High Schools. They are not unfrequently dissatisfied with the results of the examination for admission, objecting to certain classes of questions, and complaining now that candidates unqualified and unrecommended are admitted, and now that their favorite scholars are rejected. Nothing, indeed, is more evident than that there is a feeling of antagonism between these grades of schools. Both parties appear to me to be, to a great extent, wrong in this matter.

The practical result of this conflict of views and feelings is, that many pupils are deprived of a High School education. If a perfectly good understanding between these parties should come to replace the existing *quasi* hostility, the number of High School pupils would soon be largely increased. As a remedy for this evil, it has been proposed to transfer the examination from the High Schools to the Grammar Schools. Much might be said in favor of allowing all graduates of the Grammar Schools to enter the High Schools, provided the District Committees are, as now, permitted to award the diplomas. But the plan of subjecting all the candidates, in nearly forty separate schools, to a simultaneous examination

on the same set of questions, as a test of qualification for admission, is beset with very grave practical difficulties.

For one, I am not sanguine enough to expect a perfectly harmonious and cordial coöperation between the High and Grammar Schools. Something, however, may be done to promote it. One practical step in this direction I venture to suggest. It is to modify the plan of examination for admission so far as relates to the preparation of the questions to be used. It is obvious that a pupil who has fairly completed the prescribed course of the Grammar Schools ought to be admitted to any one of our High Schools. Let, then, the examination be based on this assumption. Let the Chairman and masters of the several High Schools in conjunction, take the programme of studies for the first class of the Grammar Schools, and prepare questions on *all the branches* therein prescribed, which shall be of a character suited to the attainments of pupils who have fairly accomplished the work required. I should like it if the Grammar masters could have a voice in determining the value to be assigned to each branch in the scheme of marking the answers. Before the programme was adopted, of course such a plan was impracticable, for nobody could tell what was meant by the completion of the Grammar School course, but now that there is a definite standard for graduation at the Grammar Schools, it is obviously reasonable to take that standard for admission to the High Schools, and to take it as a *whole*, not omitting half of the branches.

Pupils in the Grammar Schools ought to be taught without reference to High Schools. They should be taught what is best worth knowing, up to a given age, and then they should, if they desire it, be permitted to pass to the higher grade of instruction. And the examination to which they are subjected ought not to be based on the ideal standard of qualifications which the principal of any one of our five High Schools may happen to have conceived as best, but on what is actually required by the regulations to be taught in the Grammar Schools.

LATIN SCHOOL.

The average number of pupils belonging during the last half-year was 242; and the average attendance was 232. These pupils have been taught by one head-master, two masters, four sub-masters, and one special teacher of French, and one in military drill. In my last report, reference was made to the creditable number in the graduating class of 1869; but the number in the class on its entrance was not mentioned. It appears, however, on inquiry, that in 1863 ninety-one boys entered the class which graduated at the regular time in 1869, when thirty boys entered college in addition to twenty-four others who entered the school on that or some subsequent year, and went to college from the school, making fifty-four in all. That is, of the boys who were admitted to the school in 1863, and in subsequent years, fifty-four have entered college.

- As it is desirable that the character and objects of

this important school should be known as they are by this community, I quote here the sketch of its course of study, which I submitted to the Special Committee on High School Education:—

“ The Latin school is the oldest school in the city, if not in the country, having been instituted in 1635. It has always been a classical school, having for its chief function to fit boys for college. It is not designed as a finishing school ; it is essentially a preparatory school, and as such its course of study is laid out with reference to the requirements for admission to the higher institution to which its graduates are destined. As most of its graduates go to Harvard University, the Harvard examination for admission naturally becomes the standard of scholarship at which the school aims.

“ Boys may be admitted to this school at the age of ten years. The first year is divided between the Latin Grammar and Latin Reader on the one hand, and the elementary English branches on the other ; namely, geography, arithmetic, reading, spelling, English grammar, penmanship, and declamation. The progress usually made during this year, in the English studies, in addition to what is done in Latin, is much greater than is made by boys of the same age in the Grammar Schools.

“ During the second year, these English studies are continued, in connection with Latin, written translations being required as exercises in English composition. Ancient geography is also commenced this year, and continued during the remainder of the course. In the third year, the English branches are continued, much time being devoted to them ; Latin is also continued, French is begun, and during this and succeeding years, the pupils have in it two recitations a week to their regular instructors, and three exercises in pronouncing, reading, and speaking French, with a native French teacher, making for their course in this language an aggregate of about eight hundred recitations and exercises. In this year, a beginning is made in the Greek language, with the use of the grammar and first lessons.

" In the fourth year all the studies of the third year are continued, and Algebra and English Composition are added.

" During the fifth year, the studies of the fourth year are continued, except Arithmetic, and the elements of history and translations from English into Latin are added.

" In the sixth and closing year, less attention is paid to the English branches, and more to the languages. Composition is required in Latin, Greek, and French. Special instruction during this and preceding year is given in the derivation of words in the four languages studied. Geometry takes the place of algebra, and ancient history is added.

" Such is substantially the regular course for boys who enter at from ten to twelve years of age, with little proficiency in the English branches.

" But provision is also made in special classes to meet the want of pupils who enter at a later age, having already acquired a competent knowledge of the elementary English branches. Pupils of this description are permitted to devote themselves exclusively to the study of Latin and Greek; and thus they are enabled to fit themselves for admission to college in four, three, or two years, or even in one, if their ability and industry are equal to the task.

" Thus it appears that the system of instruction in this school is adapted to meet the wants of all classes of pupils who desire instruction in the classical languages preparatory to admission to college, and that it imparts at the same time, to those who need it, a knowledge of the essential branches of an English education, and of the French language.

" Such a system of education not only affords the requisite preparation for college, but it is thought by some intelligent parents to afford the best training for boys, destined, not for a professional career, but for business pursuits."

ENGLISH HIGH SCHOOL.—The average number belonging during the last half-year was 357, and the average attendance was 350. The whole number at the beginning of the school year was 375, and the present number is 348. The first class, consisting of

sixty-one members, is taught in two divisions, by the head-master, one master, and one sub-master; the second class, consisting of one hundred and seven members, is taught in three divisions, by three sub-masters; and the third class is taught in five divisions, by two masters and three sub-masters. Drawing is taught in all the classes this year, for the first time, one special teacher of drawing being employed exclusively in this school. A special teacher of French is employed to teach pronunciation in all the classes. Millitary drill is taught by a special teacher.

The number of pupils in attendance is larger than it has ever been before, since the school was established. Three divisions are colonized in the primary school-house on Harrison avenue. Although the number of pupils has been considerably increased during the past five or six years, it is still less than it should be, and less than it would be, if the boys were sent up from all the Grammar schools at the proper age. In view of the insufficiency of its accommodations, it is obviously time to consider the question of securing a lot and erecting a new building for its use.

GIRLS' HIGH AND NORMAL SCHOOL. — The average number belonging, including the Training Department, during the last *half-year*, was 454; the average daily attendance being 432, and the per cent of attendance, 95. The increase in the average number belonging during the year has been 68, which is believed to be the largest increase that has occurred in any one year since the school was established.

The school is taught by one head-master, one head-assistant, and thirteen assistants, and a superintendent and assistant in the Training Department, one special teacher in chemistry, one in vocal music, one in drawing, one in German, and one in French.

Of course, with this increase of members, the inconvenient building which the school occupies has become proportionately intolerable. But we are permitted at length to rejoice in the near prospect of relief. At the beginning of the next school year, the spacious and superb edifice on Newton street will be ready for occupancy. It is to be regretted, perhaps, that its location is not more central in regard to the present population, but the building itself is as much above the ordinary standard of school accommodations as the Mason street school-house is below it. I regret to observe that a considerable number of pupils under age have been admitted within the last two or three years. The effect of this is to encourage the Grammar masters to promote to their graduating classes the very bright and precocious young girls, instead of the older but less brilliant ones, who are thus unjustly deprived of the privilege not only of entering this school, but even of graduating at the Grammar schools.

The Training Department is very full, and not a few applicants for admission were rejected for want of room to accommodate them. The average attendance for the last half-year was 54. The school is doing a good work. The efficient superintendent and her faithful assistant are laboring with great

zeal and earnestness in training and instructing the pupil teachers under their charge. But I regret to say that, although the utility of the school has been fully demonstrated, it is still laboring under serious difficulties. Its accommodations are wholly inadequate to its wants; it is obliged to admit more or less pupils who can never, by any training, become teachers such as our schools demand and ought to secure; it has no power to dismiss those who prove themselves incompetent; it rarely gets the very best graduates of the Girls' High and Normal School, for the reason that they find ready employment without resorting to the Training Department; and finally, the competent graduates are not provided with places as they should be.

HIGHLANDS HIGH SCHOOL.—The average whole number belonging during the last half-year was 188,—boys 61, and girls 127; the average daily attendance was 182, and the per cent 97. This school is taught by one head-master, one head assistant, three assistants, one special teacher in French, one in drawing, one in music, and one in military drill. The *status* of this school in our system of public instruction, which probably, through some inadvertency, has not yet been set forth in our regulations, appears from the following order, which was adopted by the Board May 12, 1868: —

“Ordered, That from the commencement of the next school year, until otherwise provided for, the school in the Southern District, known as the Roxbury High School, be continued under

its present organization, and that the present course of study be also continued until otherwise ordered ; and further, that the salary of the assistant teachers [female] of the third division of this school be at the rate of fifteen hundred dollars per annum, provided that the third division continues organized as at the present time, and under the charge of the present incumbent."

It was also provided that the salary of the head-master should be the same as that of the other head-masters of High schools.

The course of study referred to in the above order, and the text-books authorized in this school at that time, were as follows: —

FIRST YEAR.

1. Review of Preparatory Studies.
2. Arithmetic,— Greenleaf's National, and Colburn's First Lessons.
3. Algebra,— Sherwin's.
4. Geography,— Zornlin's Physical.
5. History,— Quackenbos's finished ; Worcester's, commenced.
6. Physiology,— Coming's, commenced.
7. Grammar,— Kerl's Common School.
8. Composition and Rhetoric,— Quackenbos's.
9. French,— Otto's Grammar, Le Grand-Père.
10. Penmanship.
11. Drawing.
12. English Literature.

SECOND YEAR.

1. History,— Worcester's, finished.
2. Algebra,— Sherwin's.
3. Geometry,— Legendre's.
4. Composition and Rhetoric,— Quackenbos's, continued.
5. English Literature and Biography,— Cleveland's Compendium.

6. French,— Le Grand-Père.
7. Book-keeping,— Hitchcock's.
8. Constitution of the United States,— Sheppard's.
9. Latin,— (voluntary).
10. Drawing.

THIRD YEAR.

1. Algebra and Geometry, finished.
2. Trigonometry, with its applications to Surveying, Navigation, Mensuration, etc.
3. French, continued.
4. Natural Philosophy.
5. Astronomy,— Olmsted's.
6. Moral Philosophy,— Wayland's.
7. Rhetoric, finished.
8. English Literature.
9. Latin.
10. Botany.
11. Drawing.

For the pupils who continue in the school the fourth year, the course of study shall be as follows:

1. Latin.
2. French.
3. Mental Philosophy.
4. Moral Philosophy.
5. Chemistry, Geology, Mineralogy, etc.
6. English Literature,— Standard Authors.
7. Drawing.
8. Review of Grammar school studies, with special reference to Teaching.

The several classes shall have weekly exercises in composition, reading and declamation.

The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in spelling, reading, and English grammar, as they think necessary to make their pupils familiar with the fundamental branches of a good education.

Military drill shall constitute one of the regular exercises for the boys, and the girls shall receive instruction in gymnastics and calisthenics.

DORCHESTER HIGH SCHOOL.—The average whole number belonging during the last *half-year*, was:—boys 40, girls 74, total, 114. The average attendance was 109, and the per cent 95. The teachers are, one head-master, one head-assistant, two assistants, one special teacher in drawing, one in vocal music, and one in French. The whole number of graduates at the close of the last school year was twenty-three, of whom one was of the four-years' course, twenty-one of the three-years' course, and one of the classical course.

ROXBURY LATIN SCHOOL.—The average whole number belonging during the last *half-year* was 77; the average daily attendance, 73, and the per cent 95. The teachers are a master, a sub-master, and a female assistant. This is a free, unsectarian school, and is convenient for the pupils in the southern section of the city.

OBEDIENCE TO THE REGULATIONS.

There seems to be a tendency to multiply regula-

tions respecting the details of school management and instruction. Would it not be better to think more of providing means for securing a faithful compliance with existing rules? Would not our schools be more satisfactory if the regulations were more strictly obeyed by all teachers? What right has a teacher to be ignorant of the provisions of the regulations which relate to his duties? Or if he is not ignorant of them, what right has he to disregard them? But perhaps a teacher does not approve of certain requirements; what then? Shall he presume to neglect them? Teachers are not at all responsible for the character of the regulations, unless they have been adopted by their advice; it is their duty to carry them out in their true spirit.

It is the duty of the principals to see that their subordinates observe the regulations. This is one of their most important functions. The principal who permits his subordinates to disregard the requirements of the regulations, thereby becomes himself a participator in the delinquency. The first regulation in our school code is this: "All teachers in the public schools are *required* to make themselves familiar with these Regulations, especially with those which relate to their duties, and to the instruction and discipline of their schools, and to see them faithfully observed." Obedience to this involves obedience to all, and therefore it has been very properly given the most conspicuous place. I would say to every teacher, "Do your best to obey this injunction; it is your interest as well as your duty to do so."

I speak with some earnestness on this topic, because I believe that the existing evils and defects of our schools are mainly owing to the fact that our regulations are not sufficiently observed. Most of the just complaints of parents that come to my knowledge are caused by disregard of the regulations on the part of teachers.

EXPERIENCE IN TEACHING.

The increase in the salaries of our teachers at the beginning of the second year of service is intended, probably, as an equivalent for the experience gained. I do not object to this provision; its aim is obviously just and proper. Why should the apprentice be put on the same footing with the skilled workman? But it is practically very difficult, in a great system of schools, to mete out the stipend of teachers in exact proportion to the value of their services. Were the salaries to be graduated according to the progress of teachers in acquiring skill, what a metamorphose would the pay-roll have to undergo! Some teachers would get increased pay each month, and some, I fear, would very soon reach their maximum.

It is obvious to the most superficial observer that the value of experience is not measured by its length. I am told, as a recommendation of a certain teacher, that he has had ten years' experience. But, I ask, has he had ten years' experience in the true meaning of the word; or has he merely floated with the current, mechanically doing to-day what he did yesterday, the same old thing over and over again,

discarding no errors, adopting no improvements? What trials, proofs, tests, experiments, observations has he made? What instruction and enlightenment, what practical acquaintance with his business, has he acquired? "To most men, experience is like the stern-lights of a ship, which illumine only the track it has passed." To the wise, experience is the mind's eye to look before and choose the right way. Bacon's precepts in this regard are pure gold: "In the discharge of thy place, set before thee the best examples, for imitation is a globe of precepts; and after a time set before thee thine own example, and examine thyself strictly, whether thou didst not best at first. Neglect not also the examples of those that have carried themselves ill in the same place, not to set off thyself by taxing their memory, but to direct thyself what to avoid." Roger Ascham, the author of the first, the best, and almost the only educational classic in our tongue, gives us the brightest example in his own practice, and the wisest precepts in his books. His experience was so fruitful, because it was enlightened by so much knowledge. He knew what Plato had to teach him concerning the principles of his art; he knew well what all the wise Greeks and Romans had said about education. Summing up the doctrine of experience, he says: "Surely, long experience doth profit much, but most, and almost only, to him that is diligently instructed with precepts of well-doing. Learning teacheth more in one year, than experience in twenty. Every craft and science standeth in two things: in knowing of his craft, and

working of his craft,— for perfect knowledge bringeth a man to perfect working.” The same doctrine is implied in Chaucer’s well-known verse, which paints the true teacher in nine happily chosen words: “Gladly would he learn, and gladly would he teach.”

The more liberal the teacher’s education, the more skill he acquires by experience. On the one hand, he is more able to deduce sound maxims from the facts which come under his observation, and on the other hand, he is more capable of applying general principles to the practical business in hand. Some teachers would have us think that their success, such as it is, is wholly due to their own unaided experience. They plume themselves on their originality. They neither read educational books, nor visit schools, nor descend to mingle in professional debates. These teachers are not to be envied or imitated.

But here is another teacher who is picking up all good things that other teachers know, and is reading what the wisest educators are saying, and is ever pursuing some branch of learning or science. To this man, experience is like the head-light of the locomotive, which illuminates the track far before it. The teacher’s library is not a bad index of the value of his experience. What books and pamphlets has he felt it necessary to buy, and what does he read?

Prof. D’Arcy W. Thompson, in a course of lectures at the Lowell Institute, a year or two ago, in describing his experience as a school-master, says: “I went to school day after day to learn; for school I had been always brought up to consider a place for

learning. I divined, as correctly as I could, the condition of the average boy-intellect around me, and went with it through every phase of puzzlementry, curiosity, intuition, reflection. I learned every lesson set my pupils; I read it, marked it, and inwardly digested it. I was not so much a master of boys as a student with fellow students. Whatever kind of work appeared to me on reflection or experiment as unhealthy, passed over rapidly, or omitted altogether."

Such an unheard-of innovation in dealing with boys brought down upon him the criticism of his associates and governors. But he persevered in his progressive course, and at length his merits were recognized, and as a reward, to use his own phrase, "he was kicked up stairs" to a desirable professorship.

Our subordinate male teachers have a very obvious motive for endeavoring to profit by their experience. They are candidates for a competition, where, as all agree, the best ought to win. But for the masters and the mass of female teachers, the love of well-doing is the chief motive for trying to make the most of experience. It is true there is the ordeal of the annual election to be passed, but everybody knows that practically it is to the teachers of Boston no ordeal at all. It is only a formality of counting votes, and a question of unanimity or the loss of one or two votes; although it may be that to some sensitive natures such a loss would be a veritable calamity. But the teacher of the true stamp needs no outside

stimulus. His motive power is in his own disposition. Each day he turns over a new leaf. He is thankful for every morning, chiefly because it affords an opportunity to try to avoid the errors of the preceding day. To such an one, every new day is his best day. And so he may go on acquiring practical wisdom by experience, and gaining in power to instruct and mould the characters and minds of his pupils, not merely until middle age, but until three-score years and ten.

TRUANCY.

The city is divided into ten truant districts, one truant officer being assigned to each district. These officers are appointed by His Honor the Mayor, and they are expected to give their whole time to the investigation of cases of truancy reported to them by the teachers of their respective districts, and in securing the attendance of absentees; that is, children whose names are not enrolled in the schools, and who are, therefore, not technically known as truants. Eight or ten years ago, I submitted to the Board two Special Reports, embodying a history of the legislation in this State and city in respect to truants up to that date, and giving a detailed account of the whole machinery of the system as carried out in Boston. Since that time the number of officers has been increased in a greater ratio than that of the increase of pupils in our schools, so that they are able to render more assistance to the teachers in securing attendance. The system is working at this

time, on the whole, very satisfactorily. The officers are efficient and faithful. Having been acquainted with the operations of the system from its origin, it is to me very evident that the success of the system depends almost wholly upon the character of the officers. To insure the highest success in his useful vocation a truant officer must be not only faithful and efficient, but humane and benevolent in his disposition.

It should be distinctly understood by teachers that the responsibility of preventing truancy does not rest wholly or mainly with the truant officers, but with themselves. By kind, firm and skilful management of their pupils, they are expected to maintain a fast hold upon them, and to create and keep alive among them a wholesome public sentiment in favor of regular attendance, and against absence except for good cause. The services of the truant officers are not to be regarded as a substitute for the efforts of teachers to prevent truancy, but only as a supplementary instrumentality, to be employed in reaching the cases which the teachers are unable to manage alone.

Respectfully submitted,

JOHN D. PHILBBICK,
Superintendent of Public Schools.

March, 1870.

TWENTY-FIRST SEMI-ANNUAL REPORT.

To the School Committee of Boston:

GENTLEMEN,—In conformity with the requirements of your regulations, I respectfully submit the following as my Thirty-third Report, the Twenty-first of the semi-annual series.

SUMMARY OF STATISTICS, FOR THE SCHOOL YEAR ENDING AUGUST 31, 1870.

I. POPULATION.

Population of the city, U. S. Census, 1870	. . . . .	250,701
Number of persons in the city between five and fifteen years of age, May 1, 1870	. . . . .	46,301
Increase for the year *	. . . . .	8,677

* The annexation of Dorchester gave 2,046.

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision	. . . . .	80
Increase for the year	. . . . .	8
Number of High Schools	. . . . .	5
Latin School, for boys,		
English High School, for boys.		
High and Normal School, for girls.		
Highlands High School, for boys and girls.		
Dorchester High School, for boys and girls.		
Increase for the year	. . . . .	1
Number of Grammar Schools	. . . . .	86
For boys, 10 ; for girls, 10 ; for boys and girls, 16.		
Increase for the year	. . . . .	8

Number of Primary Schools for boys and girls	823
Increase for the year	16
Number of schools for Licensed Minors	2
Schools for Deaf-Mutes	1
Whole number of day schools	367
Increase for the year	26
Number of Evening Schools	11
Increase for the year	1
Whole number of day and evening schools	378
Increase for the year	27

III. SCHOOL-HOUSES.

Number of school-houses for High Schools	4
School-rooms, 28 ; halls, 4 ; seats, 1220.	
Number of school-houses for Grammar Schools	36
School-rooms, 414 ; halls, 30 ; seats, 22,854.*	
Number of school-houses for Primary Schools belonging to the city now occupied	67
School-rooms 388 ; seats, about 18,000.	
High School divisions in Primary School-house	3
Grammar School divisions in Primary School-houses	17
Grammar School divisions in hired buildings	3
Primary Schools in Grammar School-houses	9
Primary Schools in Ward-room	1
Primary Schools in hired buildings	17
Number of Ward-rooms in Grammar School-houses	2
Number of Ward-rooms in Primary School-houses	5

IV. TEACHERS.

Number of teachers in High Schools	55
Male teachers, 30 ; female teachers, 25.	
Increase for the year	11
Number of teachers in Grammar Schools	466
Male teachers, 70 ; female teachers, 396.	
Increase for the year	46

* Dorchester buildings reckoned as Grammar School-houses, with an average of 50 seats to a room.

SUPERINTENDENT'S REPORT.

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Number of teachers in Primary Schools	324
Male teachers, 1; female teachers, 323.	
Increase for the year	15
Number of teachers in the schools for Licensed Minors, females	2
Number of teachers in Deaf-Mute School, females . .	4
Number of teachers in Evening Schools	99
Male teachers, 31; female teachers, 68.	
Increase for the year	49
Whole number of teachers	950
Male teachers, 132; female teachers, 818.	
Regular teachers, 915; special teachers, 35.	
Aggregate increase for the year	129

V. PUPILS.

Average whole number of pupils belonging to day schools of all grades during the year	35,164
Ratio of the number of pupils belonging to the schools to population of the city . . . . .	.14
Ratio of the number of pupils belonging to the schools to school population . . . . .	.76
Average daily attendance of pupils in all the day schools	32,468
Average daily absence of pupils in all the day schools	2,700
Average per cent of attendance of all the day schools, except schools for Licensed Minors and Deaf-Mutes	92.3
Average whole number of pupils belonging to the High Schools	1,288
Boys, 633; girls, 578.	
Average attendance at High School	1,280
Per cent of attendance at High Schools	95.9
Average number of pupils to a regular teacher in High Schools	29.1
Average whole number of pupils belonging to Gram- mar Schools	19,028
Boys, 10,013; girls, 9,048.	

Average daily attendance at Grammar Schools	17,807
Per cent of attendance at Grammar Schools	93.2
Average number of pupils to a regular teacher in Grammar Schools	42.9
Average whole number belonging to Primary Schools Boys, 7,986 ; girls, 6,451.	14,739
Average number of pupils to a teacher in Primary Schools	45.9
Average daily attendance of Primary Schools	13,380
Per cent of attendance at Primary Schools	90.4
Average whole number belonging to the Schools for Licensed Minors	81
Average daily attendance at schools for Licensed Minors	68
Average whole number belonging to School for Deaf Mutes	33
Whole number belonging to Evening Schools	3,250
Average attendance at Evening Schools	835
Aggregate whole number belonging to day and evening schools	38,414

VI. EXPENDITURES.

[For the financial year ending April 30, 1870, the expenditures for Dorchester Schools beginning Jan. 1, 1870.]

Salaries of Officers of School Committee and Truant Officers	\$18,885 00
Salaries of teachers, High Schools	83,722 95
Grammar Schools	412,837 03
Primary Schools	211,440 88
Licensed Minors' School	1,358 36
Deaf-Mute School	1,374 43
Evening Schools	10,727 00
Whole amount of salaries of teachers	720,960 65
Incidental expenses, High and Grammar Schools . .	159,506 57
By Com. on Public Buildings	\$112,694 57
By School Committee	46,811 72
Incidental expenses, Primary Schools	88,560 38

By Committee on Public Buildings,	81,982	31
By School Committee	6,578	07
Whole amount of Incidental expenses, including salaries of officers	266,451	95
Amount of current expenses for High and Grammar Schools	655,566	55
Amount of current expenses for Primary Schools .	300,001	26
<i>Whole amount of current expenses for all the day and evening schools and salaries of officers</i>	987,412	60
Expenditures for school-houses and lots	612,937	86
TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES	1,599,750	46
Cost per scholar based upon the average whole number belong- ing — For tuition,		
High Schools	\$65	25
Grammar Schools	21	67
Primary Schools	14	34
For incidentals,		
High and Grammar Schools	7	85
Primary Schools	6	00
For tuition,		
All day schools	20	50
For incidentals,		
All day schools	7	57
For both tuition and incidentals,		
All day schools	28	07
Whole amount appropriated by the City Council for salaries, and ordinary or current expenses of schools for the financial year, <i>beginning May</i> <i>1, 1870.</i>	\$1,111,000	00
Distribution of the appropriation.		
Salaries of officers	\$22,000	
High and Grammar Schools.		
Salaries of teachers	550,000	
Incidentals, — Committee on Public Buildings	120,000	
Incidentals, — School Committee	50,000	

Primary Schools.

Salaries of teachers	\$250,000
Incidentals, — Committee on Public Buildings	110,000
Incidentals, — School Committee	9,000
Total amount of appropriations voted by the City Council for 1870-71	\$10,306,858 00
Amount assessed for State, County and City taxes for the financial year 1870-71	8,636,862 00
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools to the total amount of appropriations of the city for the year 1870-71 . . . . .	.10+
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1870-71 . . . . .	.13 —
Valuation of the city, May, 1870	584,089,400 00
Per cent of valuation of 1870 appropriated for Pub- lic Schools (one mill and ninety hundredths) .	.001 90
Average percentage of the valuation of 1865, of the cities and towns of the State appropriated for Public Schools, to be expended in the year 1868-69 (two mills and ninety hundredths) .	.002 90
Percentage of the valuation of 1865, of the city of Boston, appropriated for the Public Schools, to be expended in the year 1868-69 . . . . .	.002 25
Amount received from the income of the State School Fund for the year 1870	\$7,226 79

The foregoing Summary is placed thus prominently because of its importance. The record is a brief one, but it is eminently significant. The reader who knows how to interpret its items cannot fail to see that it is very creditable to the city. It challenges comparison.

The two items which seem to me more interesting than any others are those of *attendance* and *expenditures*. These two elements of the system have an intimate connection with each other. It is obvious enough that the larger the number of scholars to be taught, the greater will be the expenditures, the other conditions being the same. But I have in view another relation between the cost and the number in attendance, namely, the effect of liberal and judicious expenditures upon the aggregate attendance. This relation of cause and effect is strikingly illustrated by the history and condition of our school system. It appears that the whole number of children in the city, in the month of May, between five and fifteen years of age, was a little above forty-six thousand, and that the average whole number of pupils belonging to all the day schools, during the year, was about thirty-five thousand. The precise ratio of the average number of pupils belonging to all the day schools to the whole school population, is *seventy-six and four-tenths per cent*. No other large city in the county can show so high a percentage of its school population in attendance at school. From this fact it may be inferred, I think, that no other city has a system of schools which so nearly meets the wants of all classes of its citizens. To one who understands the matter, it is plain enough that this success of our schools is due very largely to the wise liberality with which they have been maintained. Foreign educational inquirers are often struck with the large amount expended on our schools,

and ask how it is that the people pay so largely and so cheerfully for this object. But when they visit the schools, and see that our system is no pauper system, maintained merely for the children of the indigent, but that it educates the children of the well-to-do classes, no less than the children of the poor, that it provides instruction good enough for all and free to all, they find the explanation of the phenomenon. The great mass of the tax-paying citizens send their children to the public schools, and hence they favor liberal appropriations for school purposes. If ever the time shall come when the children of our tax-paying citizens shall be found generally attending private schools, then the public schools will no longer be our pride and strength; they will then be conducted on a low scale of expenditure, and, becoming cheap schools, they will necessarily become at once both poor schools, and schools for the poor.

It will be seen that the aggregate expenditures for school purposes, during the past year, were very large. The increase for the year was \$270,463.68. If we compare the total expenditures for 1869-70 with that for 1867-68, we find that the increase for the two years was \$638,252.95. This large increase would seem to indicate an extraordinary advance, on the part of the School Committee, in the scale of school expenses. But this is not the fact. This increase is due almost solely to two causes, for which the School Committee are not to any considerable extent responsible; namely, the annexation of Roxbury and Dorchester, and the unusual amount ex-

pended by the City Council in the erection of new school-houses. The whole amount expended for the purchase of lots and the erection and alteration of school buildings during the two financial years 1868-69 and 1869-70, was \$958,943.64. This is considerably more than twice as large a sum as ever was before expended for the same objects within two years. For this outlay the City Council is wholly responsible. But it should be borne in mind that this large sum has not been wasted; it has been invested in several noble school edifices for the accommodation of Primary, Grammar, and High Schools.

The amount expended in any one year in erecting costly and permanent school buildings cannot with any propriety be reckoned as part of the cost of carrying on the schools for that year. This mode of reckoning is equally objectionable, whether it is attempted to prove thereby the superior liberality of the city in educational matters, or to support a charge of extravagance against the school authorities. If to the ordinary expenses of the schools for the past year, we add the outlay for new school-houses, the cost per scholar is swelled to the unprecedented amount of *forty-five* dollars. But this is evidently not the true cost per scholar, for the year. The expenditure for school lots and for the erection of school-houses, is always regarded as *special* or *extraordinary*, and is always so classed in the Auditor's reports. To charge the cost of permanent school accommodations for the past year (\$612,337.86) as a part of the expenses of educating the children

in the Public Schools for the same year, would be as inappropriate as it would be for one of our merchant princes to reckon the cost of his new hundred-thousand-dollar mansion on Commonwealth Avenue as an item in his ordinary family expenses.

To ascertain the true average cost per year of educating a pupil in our schools, we should take the actual current or ordinary expenses of the year, add to the same the interest on the value of the school property, and divide the amount by the average number of pupils. But for the purpose of comparing the expense of one year with another, the latter item, namely, the interest on the cost of school-houses, may be omitted, as it does not materially affect the result of the comparison. At any rate it is not an element which the School Committee can directly control. Several times, in former reports, I have taken occasion to show the school expenses as compared with the expenses of other departments of the city service; and as there has been recently considerable discussion in various quarters, of the increased rate of taxation, I have thought it might be expedient at this time to show what has been the relative expense of carrying on the schools during the past ten years.

The following table shows the per cent of the *ordinary school expenses*, as compared with the *total tax of the city* for the last ten years:—

YEARS.	Total Tax.	Current Exp. for Schools.	Per cent.
1860-61.....	\$2,580,000	\$898,282	.15
1861-62.....	2,478,435	408,426	.16
1862-63.....	2,889,938	426,273	.14
1863-64.....	3,898,897	465,410	.13
1864-65.....	4,848,952	558,164	.12
1865-66.....	5,670,800	575,820	.10
1866-67.....	5,274,484	679,704	.12
1867-68.....	6,656,411	772,705	.11
1868-69.....	5,884,829	982,676	.16
1869-70.....	7,279,824	987,412	.13

From the above table, it appears that the increase in the school expenses has not kept pace with the increase in the amount annually raised by taxation. The average per cent of the first five years is 14, while that of the last five is a fraction over 12.

The following table shows the per cent of the *ordinary school expenses* as compared with the *ordinary city expenses*, including county expenses:—

YEARS.	Ordinary expenses of the city.	Ordinary expenses for schools.	Percentage of school expenses.
1860-61.....	\$1,979,876	\$398,282	.20
1861-62.....	2,007,706	480,426	.20
1862-63.....	1,990,739	426,274	.21
1863-64.....	2,238,270	464,411	.20
1864-65.....	4,331,304	553,164	.12
1865-66.....	4,012,949	575,821	.14
1866-67.....	4,841,946	679,705	.15
1867-68.....	5,067,172	772,706	.15
1868-69.....	5,654,900	918,229	.16
1869-70.....	6,387,690	987,412	.15

From the above table, it appears that the school expenses have fallen behind the ordinary city expenses. The average per cent for the first five years is 18 and a fraction, while that for the last five is 15.

A similar result would be reached by comparing the total school expenses with the total city expenses. In the year 1860-61, the per cent of the total school expenses, as compared with the total city expenses, was 21, while for 1869-70, it was only 12. The fact is therefore established beyond contradiction, that the school expenses, however large, have not kept up with the other expenses of the city, during the last ten years. If a longer period is taken for the comparison, the result will be substantially the same.

But it may be asked, How is it with the rate of taxation for school purposes? The following table

is the answer. It shows the *valuation*, and the per cent of the valuation appropriated to the *ordinary school expenses* for ten years.

YEARS.	Valuation.	School Expenses.	Percentage.
1860-61.....	\$276,861,000	\$398,282	.001-48
1861-62.....	275,700,100	408,426	.001-48
1862-63.....	276,216,000	426,274	.001-54
1863-64.....	302,507,200	464,411	.001-58
1864-65.....	332,449,900	553,164	.001-68
1865-66.....	371,892,775	575,821	.001-54
1866-67.....	415,862,845	679,705	.001-68
1867-68.....	444,946,100	772,706	.001-78
1868-69.....	498,578,700	918,229	.001-85
1869-70.....	549,511,600	987,412	.001-79

It appears that there has been a slight increase of the rate of taxation for school purposes. For the year 1869-70, the rate was 36 cents on a thousand dollars above that for 1860-61. The average of the increase for the last five years as against that of the first five years of the decade, is 18 cents on a thousand dollars. This increase is quite insignificant by the side of the whole increase in the rate of taxation during the same period. *It is less than one-eighteenth part of it.*

The main item of expense in carrying on a system of schools is found in the salaries of teachers. The rate of salaries paid to our teachers is perhaps some-

what higher than it is in most of the other cities of the country; but it has not been raised so much as that of the city officials and employees generally. The annual cost of tuition per scholar does not, however, depend upon the rate of salaries alone. The number of pupils to a teacher is the other element. Within the last ten years, the cost of tuition per scholar has been largely increased. This increase, so far as it is due to the increase in the salaries of the teachers, ought not to be complained of, for the present compensation of our teachers is moderate enough. But it seems to me that the reduction in the number of pupils to a teacher which has been going on for ten or twelve years, and which has largely contributed to the cost of tuition per scholar, is not so clearly justifiable. With our excellent classification of pupils and our admirable accommodations, each pupil having a separate desk and chair, it is not unreasonable to require a considerably larger number of pupils to a teacher than we now have in our Primary and Grammar Schools. By raising the salaries of teachers, and reducing the number of pupils to a teacher at the same time, you are burning the candle at both ends. There must be a limit to expenditures somewhere. If the number of pupils to a teacher is greatly reduced, the salaries of teachers must, and will practically, be reduced in a corresponding ratio, unless there is a change in public sentiment in regard to the value of education. Low salaries will, in the long run, give us poor teachers, and with poor teachers we cannot have good schools,

however small the number of pupils each teacher has to instruct. In my judgment, the wise policy is to pay the teachers competent salaries, and require them to teach a reasonably large number of pupils.

PRIMARY SCHOOLS.

The average whole number of pupils belonging to these schools during the last six months, Dorchester excluded, was 13,950, against 14,307 for the preceding six months, the *decrease* being 357. The average whole number belonging, Dorchester included, was 14,387,—boys 7,936, and girls 6,451; the average daily attendance was 12,889, and the per cent of attendance was 89.3 against 91.5 for the preceding half year. The number on the register at the close of the school-year was 14,233; of this number, 8,464 were between five and eight years of age, and 5,769 were over eight years of age.

The whole number of regular teachers in this department at the close of the school year was 323.

The following table shows the number of primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year*:—

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools	Whole Numb'r.	No. to a School.
Adams	9	432	48.0	Lewis	9	393	43.7
Bigelow.	14	704	50.3	Lincoln ...	8	385	48.1
Bowditch...	10	398	39.8	Lyman.....	7	333	47.5
Bowdoin ...	9	369	41.0	Mayhew ...	10	364	36.4
Boylston ...	6	311	51.9	Norcross ..	12	575	48.0
Brimmer....	13	475	36.1	Phillips ...	8	262	32.7
Chapman. ...	10	467	46.7	Prescott ...	9	394	43.7
Comins.....	19	930	49.0	Quincy	12	429	35.7
Dearborn...	16	799	50.0	Rice	9	391	43.4
Dorchester .	19	831	43.7	Shurtleff ...	8	410	51.2
Dwight	6	243	40.5	Washington	15	718	47.8
Elliot	16	726	45.3	Wells.....	12	471	39.2
Everett	10	501	50.1	Winthrop ..	9	345	38.3
Franklin....	6	303	50.5	Training...	3	105	35.0
Hancock....	19	863	45.4	Totals...	223	14,387	44.5 av.
Lawrence...	10	460	46.0				

It appears that the average number of pupils to a teacher during the last half year was *forty-four and a half*. The number of teachers employed is *thirty* more, and the expense is about \$30,000 more than would be required if the schools were all kept up to the new standard for Primary Schools, of forty-nine pupils to a teacher.

The following table shows the number of primary pupils in each district promoted to the Grammar Schools, July, 1870, and the average number of promotions to each school in the respective districts: —

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	9	47	5.2	Lewis	9	57	6.8
Bigelow ...	14	102	7.8	Lincoln	8	75	9.4
Bowditch ..	10	73	7.8	Lyman	7	60	8.5
Bowdoin ...	9	48	5.8	Mayhew	10	61	6.1
Boylston ...	6	47	7.8	Norcross	12	85	7.1
Brimmer ...	18	75	5.7	Phillips.....	8	87	4.6
Chapman ...	10	70	7.0	Prescott.....	9	77	8.5
Comins.....	19	186	7.1	Quincy	12	59	5.0
Dearborn...	16	87	5.4	Rice	9	66	7.3
Dorchester .	19	90	4.7	Shurtleff	8	93	11.6
Dwight	6	40	6.6	Washington .	15	60	4.0
Eliot	16	97	6.1	Wells	12	80	6.6
Everett	10	78	7.8	Wlnthrop....	9	68	7.5
Franklin ...	6	55	9.1	Training.....	8	21	7.0
Hancock ...	19	125	6.6	Totals.....	823	2,064	6.4 av.
Lawrence ..	10	85	8.5				

The whole number of pupils promoted from the Primary Schools to the Grammar Schools in July, as shown in the above table, was 2,064; the number promoted in March was 2,183; the total for the year was 4,247, against 4,260 for the preceding year. Deducting from the whole number promoted during the last year the number promoted from the Dorchester schools, as the Dorchester promotions were not included last year, we find that the decrease of promotions for the year has been 103. The number pro-

moted during the year was 29.8 per cent of the average whole number belonging, against 29.6 per cent for the preceding year.

The Primary Schools are, on the whole, doing very well. By this I do not mean to say merely, that they are doing as good work as they did fifteen or twenty years ago, for schools are not doing well unless they are doing better than they ever did before. We still have some rather poor schools, where mistakes have been made in the appointment of teachers; but such schools are exceptional enough to render them quite conspicuous. On the other hand, very good schools—model schools, indeed—have ceased to be exceptional, and therefore conspicuous. Perhaps there is no one of these schools in which a competent critic could not point out some defect or some error; and, for one, I never expect to see a school of which this may not be truly said. But as I visit these schools, dropping in at all hours without the slightest note of warning, and witness the goings-on in them, how few faults I find to condemn in comparison with the many excellences which challenge admiration!

The singing is better and better every year. Very important facilities for musical instruction in these schools have recently been furnished by Mr. Mason, in preparing two admirable little books, "*The National Music Teacher: a Practical Guide in Teaching Vocal Music and Sight-singing to the younger Pupils in Schools and Families,*" and the "*First Music Reader.*" All the pupils now begin to learn

to sing at the same time that they begin to learn to read. It is very evident that good instruction in singing has helped to improve the instruction in reading. Good reading in these schools is not quite universal, but it is now very general. The old-fashioned, monotonous, harsh drawling, and the senseless sing-song, are getting to be quite rare. We shall not regret when they are gone, to take their places with the "lost arts." I have occasionally mentioned by name an individual teacher who has greatly excelled in some one branch of instruction, and I now have in mind two ladies who have lately produced such excellent results in reading, that I feel it my duty to give their names to the committee. They are, Miss Anna M. Stone, who has the first class in the Vernon Street School, and Miss Bertha W. Hintz, who has the third class in the City Point School. The latter class was taught by the use of books printed in Dr. Leigh's pronouncing type.

Printing drawing, and writing are branches so closely related to each other, that what helps one, helps the other. Drawing is the most elementary; and the child who has been taught to take pains in drawing the straight line and the curve in the four different positions, has had a good foundation laid for both printing and writing. Printing should be treated as an application of the elements of drawing. I should like to see among our teachers a higher *average* of skill in the use of the slate. There are some who do all that can reasonably be desired in this respect. In too many schools the slates are not

properly taken care of, and they are soon soiled and used up. I found one school recently where the slates, as the teacher informed me, had been in constant use for eight years, and yet they were in good condition. I am informed that some of the masters, in their examination for admission to the Grammar School, require the pupils to write sentences from dictation. I have no objection to this, if no pupil is rejected on account of failure in this particular; but it seems to me that at this early stage it is better for the teachers to aim at precision in copying the forms of letters, rather than to hurry their pupils on to rapid, and therefore necessarily imperfect, writing from dictation, which may, at present, be very properly postponed until the Grammar School course begins.

The sanitary condition of the school, is, I think, growing better, and, on the whole, it is even now quite good. It is vastly better than it was ten or fifteen years ago. The children are not repressed and made to sit still, doing nothing but breathing poisonous air. They are taught to sit and stand in proper positions. They are kept in pleasant and useful activity, and hence they generally appear cheerful and happy. Sometimes teachers, in their anxiety to secure good air, expose their children to cold drafts. This is a grave fault, and one which I find myself quite slow to overlook. I have not room to say many things here about these schools, and I conclude by remarking that earnestness and conscientious fidelity on the part of the teachers, are quali-

ties which seem to me to be the mainsprings of the greater part of the progress which I have noted in my visits.

GRAMMAR SCHOOLS.

The average whole number of pupils belonging to these schools during the last half-year was 19,061, against 18,996 for the preceding half-year; the average daily attendance was 17,680, and the per cent of attendance 92.3. The whole number of regular teachers in this department, at the end of the school year, was 443; males 64, and females 379. Besides these, there were seventeen teachers of sewing, four teachers of music, one teacher of drawing exclusively occupied in these schools, and three who divide their time between these schools and the High Schools, and one director of vocal and physical culture who is employed a part of the time.

The whole number of pupils on the register at the close of the school year was only 15,872, a large number having been withdrawn before the end of the term to go into the country.

The classification of the pupils by grades, at the end of the year, was as follows: —

Number of pupils in 1st class	.	.	.	.	.	.	1,222
" " " 2d "	.	.	.	.	.	.	1,455
" " " 3d "	.	.	.	.	.	.	2,123
" " " 4th "	.	.	.	.	.	.	2,794
" " " 5th "	.	.	.	.	.	.	3,564
" " " 6th "	.	.	.	.	.	.	4,724

The classification of the pupils by ages was as follows: —

Under eight years of age	113
Between eight and ten years	3,012
Between ten and twelve years	5,522
Between twelve and fourteen years	4,779
Between fourteen and fifteen years	1,442
Over fifteen years	1,004

About *seven* per cent of the pupils of the Grammar Schools are found in the first class, and a little less than *thirty per cent* in the sixth class. The number in the second class is not much larger than that in the first. The attention of the Committee is respectfully invited to the table in the Appendix, showing the details of classification in all the schools. It seems to me that the number in the second class should generally be much larger than it is. The Adams School reports much the largest number in this class. I desire again to call attention to the *ages* of the boys in these schools. Boys who continue their schooling until fifteen, and over, should be found, as a general rule, in the High School.

The following table shows the number of teachers, the average whole number of pupils, and the average number of pupils to a teacher (not counting the masters' head assistants in the districts exclusive of Dorchester) in each Grammar School for the half-year ending July 31, 1870:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	14	577	44.4	Hancock...	19	945	52.5
Bigelow ...	18	816	48.0	Lawrence..	17	854	53.3
Bowditch ..	18	672	39.5	Lewis	11	454	45.4
Bowdoin ...	12	520	47.2	Lincoln ...	16	729	48.6
Boylston ...	11	425	42.5	Lyman	12	508	46.2
Brimmer ...	16	654	43.6	Mayhew...	18	537	44.7
Chapman ..	12	497	45.2	Norcross ..	18	689	57.4
Comins	18	866	50.9	Phillips....	18	620	51.6
Dearborn...	16	781	48.7	Prescott ...	18	543	45.2
Dorch'r Dis.	81	958	89.7	Quincy	15	741	49.4
Dudley	9	347	48.4	Rice	15	600	42.8
Dwight	14	600	46.1	Shurtleff ..	18	561	46.7
Elliot	16	756	50.4	Washington	10	890	48.3
Everett	15	689	45.6	Wells	11	453	45.3
Franklin ...	15	618	44.1	Winthrop..	17	766	47.8
					448	19,061	45.9 av.

From the above table it will be seen that the average number of pupils to a teacher, not counting the masters' head assistants, is nearly *forty-six*. The annual cost of carrying on these schools is about \$60,000 more than it would be if the regulations respecting the number of teachers to be employed were strictly carried out by all the District Committees. The Norcross School reports the highest number of pupils to a teacher.

The following table shows the number of scholars who received the diploma of graduation, at the close of the school year, July, 1870, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	11	9	20	Hancock		21	21
Bigelow ...	24	.....	24	Lawrence..	27	.....	27
Bowditch	16		16	Lewis.....	13	27	40
Bowdoin	38		38	Lincoln.	14	18	32
Boylston .....	.....	.....	.....	Lyman.....	10	6	16
Brimmer ...	34	.....	34	Mather	5	4	9
Chapman ..	14	12	26	Mayhew ...	8	.....	8
Codman ...	7	7	14	Minot	4	1	5
Comins	18	22	40	Norcross		19	19
Dearborn...	12	12	24	Phillips ...	18	.....	13
Dudley	17		17	Prescott ...	10	10	20
Dwight	42	.....	42	Quincy.....	25	.....	25
Elliot	21	.....	21	Rice	24	.....	24
Everett	46		46	Shurtliff		30	30
Everett, Dor	8	11	14	Tileston ...	2	4	6
Franklin	31		31	Washington	24	.....	24
Gibson	8	4	7	Wells.....		22	22
Harris	9	6	15	Winthrop		22	22
				Totals	877	415	792

Graduating diplomas were first awarded to girls in 1867; in 1868 they were awarded to both boys and

girls, and the following table shows how many diplomas were awarded on that and each succeeding year: —

YEARS.	Boys.	Girls.	Total.
1868.....	292	291	583
1869.....	299	381	680
1870.....	377	415	792

Duties of the Masters.—The following important provision of the regulations was adopted October 1, 1866.—

“ The Masters of the Grammar Schools shall perform the duties of principal, both in the Grammar and Primary Schools, of their respective districts, apportioning their time among the various classes, in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades ; under the direction of the district committees.”

In a very able Report on this measure by a Special Committee of the Board, the plan proposed was summed up as follows: —

“ Whereas it is now the duty of each master in the Grammar Schools to examine the several departments as often as shall seem consistent with a proper attention to the pupils under his immediate care ; it shall henceforth be his duty to make his influence felt through every class, devoting as much time to the several rooms as the greatest good of the whole shall demand.

“ And whereas the head-master of the Grammar Schools is at present obligated to make an annual visit to the Primary Schools in his district, examining such of the graduating scholars as may be candidates for promotion, so it shall henceforth be his duty to

visit such schools as frequently as their condition may require, examining thoroughly, not only the graduating class, but all the classes, — acting, in fact, as principal of those schools.

To meet the requirements of that portion of the first class now chiefly under the head-master's care, which cannot, under the proposed plan, receive so exclusively his attention, the Superintendent of Schools suggests that, in the schools for boys, the sub-master shall take the master's class, the usher the sub-master's, and the head-assistant the usher's ; in the girls' schools, the head-assistants shall instruct the first divisions, while in the mixed schools, the sub-masters would take the highest divisions of boys, and the head-assistants the highest divisions of girls.

Your Committee have not attempted to point out the precise manner in which the wants of the upper divisions shall be met. The head-master might still have under his speial care the instruction of specified branches. He might even be required to devote a stated number of hours in each day or week, to the upper divisions ; but your Committee prefer to leave these details to the judgment of the District Committees, who, in carrying out the general plan, will shape their action according to circumstances, wisely adapting themselves to the nature of their schools."

The Committee who drew up the Annual Report for 1866, in speaking of this plan, say: "We believe if the general views proposed are *faithfully adhered to*, they will carry forward our whole educational system, and form a new era in our schools."

This opinion, I am happy to say, has been fully justified by the experience of the last four years. It was not to be expected that all the advantages claimed for this far-reaching and comprehensive measure would be realized at once. Time is required in all our efforts for improvement. The influential minority of the Committee who opposed its adoption, very naturally were ready in their respective

districts to put restrictions on its operation. Some of the masters, who for many years had devoted their time almost wholly to the instruction of the upper division, were not much inclined to change their plan of labor. Besides, in some schools, where the Committee and master were in sympathy with the measure, and had entire confidence in its wisdom and ultimate success, there were exceptional circumstances which rendered it expedient to defer for a time the arrangements requisite for the complete development of the scheme. But in the face of all these temporary obstacles it has steadily advanced. Before another period of four years shall have passed, it will probably be in full operation throughout the city.

What was the mode of proceeding in the management of the typical Grammar School up to the time of the adoption of this plan? The master was little more than the head-teacher and the policeman of his school. To him the knotty cases of discipline were referred by his subordinates; but in the matter of instruction, his thoughts and labors were intensely concentrated on the finishing class,—the class which was to show off on exhibition day; the class whose performance visitors were invited to witness; the class, and the only class, which the Committee were accustomed to honor with a serious examination; the class which was to furnish the candidates to compete for the palm at the examination for admission to the High School.

This class was usually small, and it was composed

of the brightest and more capable of the pupils carefully culled out of the lower grades. These select pupils, who, least of all, needed special nursing and coaching, were made the objects of the peculiar care and attention on the part both of the District Committee and the master. The result of this mode of conducting the school, often observed and pointed out, was a rather brilliant graduating class, which had received much good instruction, and altogether too much bad cramming, and a series of ten or fifteen comparatively neglected classes below, whose progress was not satisfactory, and from which pupils in large numbers were annually withdrawn by their parents to enter upon the practical duties of life, without having received what we call a competent elementary education, without having received the education they ought to have received, considering the time they had been in attendance at school.

This description may appear to some to be slightly exaggerated, but I am sure that it is essentially correct. The disparity between the graduating class and the lower grades, in respect to the quality and amount of instruction imparted, was less in some schools than in others; but in all it was enormous. This was not owing, it should be said, to the inefficiency or indolence of the subordinate teachers. It was due to the system. The evil had long been recognized. It was with a view to providing a remedy that a head-assistant was assigned to the master's class. It was for the same object that the regulation was adopted providing that "each master shall make

a careful examination of his school as often as he can consistently with proper attention to the pupils under his immediate charge." These measures were good as far as they went, but they did not go far enough. Experience proved them to be inadequate. In the mean time the schools were generally increased in size, and this increase in size aggravated this neglect of the lower classes. There was an enormous waste of teaching power, for want of an intelligent direction, and a systematic coöperation of all the parts of the school machinery.

This was the state of the case when the regulation in question was adopted. The regulation, as originally proposed, contained this clause: "Each division of the Grammar Schools shall be under the immediate care and instruction of one subordinate teacher." The purpose of this was to provide at once for the relief of all the masters from the *immediate* care and instruction of any one class, so as to make sure that all the masters should give the needed instruction in all the neglected classes. It was, however, stricken out, the majority of the Board deeming it wiser to allow the transition to be made gradually by the district committees, the principle being fully accepted and recognized, *that the masters should apportion their time among the various classes in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades, of both Primary and Grammar Schools.*

The Board was, I am inclined to think, right in leaving something to the discretion of the district

committees, in the application of the principle. Some committees proceeded at once to put the plan in full operation. They said to their masters, "Put the graduating class under the charge of one of your subordinates, and give your time to all the pupils in the district; we hold you responsible for the whole, and we wish you to work where you are most needed." Other committees have followed cautiously, and there still remain some schools, I am sorry to say, which exhibit too many of the characteristics of the old regime.

But, on the whole, the results of the plan have been wonderfully successful. It was objected to it, that the standard of the graduating class would be lowered. Facts in abundance are now at hand to prove this objection groundless. A sub-master who is fit to be a sub-master, can produce better results by giving, as he can, his undivided attention to a class, than the master could with all the inevitable distractions which he must experience in managing all the business of a great school. South Boston and East Boston took the lead in the practical adoption of this reform. Look at the classes which have been graduated from the nine noble schools of those sections of the city. There is nothing in their previous history to compare with them. Look at the lower classes in the same schools; any city might well be proud of them. They are to-day, speaking with due moderation, on an average fifty per cent better than they were five years ago. The same may be said of some of the schools of the city proper.

The utility of the arrangement no longer rests on any man's theoretical opinion. It is a demonstrated fact. If a master of a Grammar School is really worth \$3,000 a year, the worst possible use that can be made of him is to shut him up in one small room, and keep him drilling a small finishing class. A man who is not qualified for any other service, is certainly not the man to be master of a graded system of schools, embracing from one thousand to two thousand pupils. My idea of the schools of a district is, that they should be a series of training schools, and that the master should be the normal training teacher over all, directing and illustrating the teaching at every step. When this idea is fully realized, as it is now very nearly realized in some of our schools, there will be no longer any reason to complain of cramming or high pressure. There will be ample time for everything that is really desirable.

HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last half-year, was 1,211; boys 633, and girls 578. The average daily attendance was 1,156, and the per cent of attendance was 95.6. The number of regular teachers was 44; males 21, and females 23. Besides these, there were 11 special teachers.

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, in each of the High Schools:—

SCHOOLS.	Boys.	Girls.	Total.
Latin	27	..	27
English High	61	..	61
Girls' High and Normal .....	..	61	61
Highlands High	6	26	32
Dorchester High.....	6	22	28
Total.....	100	109	209

The School Board has now under its charge *five* free public High Schools; and the Roxbury Latin School, although not under the control of the Board, is free to all residents of the city. Each of these institutions is different, in its character and course of study, from all the others. This diversity in our secondary schools I regard as a fortunate circumstance. It is not desirable that they should all be modelled on one pattern.

In elementary education, there is little or no room for choice in respect to the subjects of instruction. The course must be substantially the same for all pupils, whatever may be their destination in life. With secondary education the case is very different, for secondary education has two very distinct and well-defined functions: namely (1), to serve as a preparation for a liberal education; and (2), to serve as a supplement to elementary education, preparatory to some occupation or craft not requiring a higher or liberal education for its pursuit. And then the pupils who desire to supplement their elementary

education without going so far as the university course requires, are of different classes, and have different educational wants. Some have but one or two years for secondary education before being apprenticed to the handicraft or trade which they have chosen, and some, on the other hand, have four or five years for the secondary course, as a preparation for a mercantile career. And again, others wish to fit for admission to a school of applied science, where the aim is to form men skilled in the practical professions, rather than men of large and liberal culture. Then the sexes, it is believed by many, require somewhat different systems of training, after passing the elementary grade. Now, it is desirable that the classes here enumerated, and others, should have the kind of instruction precisely adapted to their respective wants. With the view to provide for such wants, as far as practicable, many High Schools elsewhere have been organized with two or more optional courses of study; and where a municipality is not populous enough to justify the support of more than one High School, such an organization is perhaps the wisest arrangement that can be adopted. But in a large city like ours, where there are High School pupils enough for several large schools, the better policy, undoubtedly, is to maintain schools differing in their objects and courses of study, instead of attempting to meet the wants of every description of High School pupils in a single school of vast proportions and numerous departments, or in a number of smaller schools of a uniform pattern.

As a matter of fact, we find that wherever education advances, *the kinds of educational institutions are multiplied*. This is the law of educational progress. The city of Berlin affords a good illustration of this law. No city surpasses it in educational advantages; and no city has a greater variety of educational institutions, from its peerless university, down to its kindergarten schools.

If Boston is to maintain and advance her position as one of the leading educating cities of the world, the policy to be pursued is, to multiply the *kinds of institutions of learning* to meet the new wants of advancing civilization,— to aim, not at excellency in simplicity, but excellency in variety.

Holding these views, I was gratified to find that the Special Committee on the High School education of boys, in their recent able report, were unanimous in recommending the modification of existing schools, especially the Latin School, rather than the consolidation of this school with the English High School, as had been suggested. That their decision in this respect was judicious, I think there can be no question.

The modifications of the Latin School course recommended and adopted, are mainly, if not wholly, in harmony with its character and purpose as a school leading to liberal culture. The design of the Committee seems to have been to make the course even more emphatically liberal than it had previously been; to make it a better preparatory school than it had been, and thus render it more adequate as a sub-

stitute for the college, and not to turn it into a technical school, or to make it a composite institution with incongruous functions. Let this school have, in the first place, a course of study which shall be as good as possible for the boy who is destined for college, without encumbering it with extraneous and collateral matters, or with branches which properly belong to the college course. Let the pupils who fairly complete this course receive certificates to that effect. If, then, provision were made for a subsequent course of two years, embracing both scientific and literary studies, for the benefit of such students as, having finished the preparatory course, desire to continue their liberal studies so far, but cannot or do not wish to do this at college,—such a modification of the old Latin School curriculum, together with the introduction of the most approved methods of handling the studies, would constitute a true and substantial reform; such a modification would preserve all that is sound and good in this noble old school, and add to it only what is in perfect harmony with its original constitution, which happily has been perpetuated for so many generations—its constitution as a seminary of liberal culture, in contradistinction to the plan and spirit of such schools as are called, in the modern educational nomenclature of Europe, professional, or technical schools. Such a modification, I apprehend, is substantially the aim of the Committee in respect to this school.

Dr. Arnold has very well defined what is meant by professional, as distinguished from liberal, stud-

ies: "Every man has two businesses: the one his own particular profession or calling, be it what it will,—that of soldier, seaman, farmer, lawyer, mechanic, or the like; the other, his general calling, which he has in common with all his neighbors, namely, the calling of a citizen and a man. The education which fits him for the first of these two businesses, is called professional; and that which fits him for the latter, is called liberal." Uneducated parents are usually anxious that their boys should have the first, while of the second they understand but little. They think it a waste of time for their boys to study dead languages and conic sections; they wish them to be put upon commercial arithmetic, mechanics, book-keeping, penmanship, and industrial drawing; and they are right, if their boys have but two or three years to study after leaving the Grammar School. Now, if you provide for such parents only a secondary school of the purely liberal type, you virtually shut them out altogether from the advantages of secondary or High School education, and compel them to resort to private instruction. On the other hand, parents who have themselves enjoyed the advantages of a liberal education, and understand what it is, usually desire the same for their boys; in many cases they prefer the liberal school to the professional for their boys, even if they are not to go beyond it to the college course. This class of parents is very numerous in this community, and if you do not provide for them the liberal classical

school, you virtually exclude them from the privileges of secondary education at the public expense.

Our two great secondary schools for boys, the Latin and the English High, have long stood as types of the liberal and professional schools, respectively. The latter has not, however, been a professional school in the narrow sense, as it has always had some decided characteristics of liberal culture, especially in the scientific branches; while the former has adhered too closely, it is thought, to the old routine of grammatical drill, and too much neglected the claims of literary and scientific culture.

In reforming and improving these invaluable institutions, profound study of the subject and the exercise of great wisdom are needed. The aim should be, not to try to combine all possible advantages in each school; such a course would destroy the peculiar excellences of both. They are to be improved by a *judicious choice and limitation of studies*, and not by greatly multiplying the subjects of instruction.

The English High School might be rendered more strictly technical on the one hand, or more liberal on the other. Modification in either of these directions would be easy and practicable; but would modification in either of these opposite directions be an improvement, except in some not very important particulars? Is a modification in both these directions at the same time practicable? The proposition is very tempting, but I trust it will not be hastily

adopted. It is poor economy for a great city to try to make a school carry double. Instead of making our English High School much more decidedly technical in its character than it now is, I should much prefer to see a separate school established, which should fill the existing gap in the technical direction between the Grammar Schools and the Institute of Technology.

LATIN SCHOOL. — The average number of pupils belonging during the last half-year was 227; the average daily attendance 214, and the per cent of attendance 94.

These pupils were taught by one head-master, two masters, four sub-masters, and a teacher of French. Twenty-seven members of the first class received the graduating diploma at the close of the year, and the Franklin medal was awarded to eight young gentlemen who had especially distinguished themselves for good deportment and superior scholarship. Of the graduating class, twenty-one entered Harvard, two Brown, two Amherst, one Wesleyan University, one Institute of Technology, one St. Mary's, one Private School, one Medical School, and four went to business. The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September 14, 1869.

SCHOOLS.	No. Admitted.	Average Age.	SCHOOLS.	No. Admitted.	Average Age.
Adams .....	....	....	Lyman	1	14.08
Bigelow	2	13.62	Mather	1	12.91
Boylston	1	11.83	Mayhew	5	12.95
Brimmer	4	12.16	Phillips	8	12.94
Chapman	1	13.58	Prescott	2	14.25
Dwight	10	12.47	Quincy	1	14.42
Eliot	2	14.16	Rice	11	12.25
Gibson	1	11.83	Stoughton	1	11.75
Lawrence	3	13.52	Other sources.....	49	14.86
Lewis	2	12.87			
Lincoln	2	15.58	Totals.....	107	13.49

The ages of the boys admitted were as follows: —

- Between nine and ten, two.
- Between ten and eleven, ten.
- Between eleven and twelve, nineteen.
- Between twelve and thirteen, fifteen.
- Between thirteen and fourteen, twenty.
- Between fourteen and fifteen, twenty-two.
- Between fifteen and sixteen, eight.
- Between sixteen and seventeen, seven.
- Over seventeen, four.

THE ENGLISH HIGH SCHOOL. — The average whole number of pupils belonging during the last half-year was 320; the average daily attendance, 315; and the per cent of attendance, 98.3. The average number belonging during the last half of the

school year was thirty-seven less than it was for the first half. This is an improvement on the preceding year, when the difference was forty-eight. I mention this item of improvement with satisfaction. Some falling off in the course of the year is to be expected, but the extent of it I am sure depends very much upon the proper management and instruction of the pupils by the respective teachers.

Sixty-one young gentlemen received the diploma of graduation, at the close of the year, and fourteen the Franklin medal. This class was nearly fifty per cent larger than the largest that had previously been graduated, and it was about three times as large as the average of the previous graduating classes. Scarcely a pupil fell out of the ranks of this class during the whole year. This is a very interesting and gratifying fact.

The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, the examination of candidates, July, 1870, and also how many actually joined the school at the beginning of the school year, September, 1870:—

SCHOOLS.	No. Admitted.	No. Joined.	Average Age.	SCHOOLS.	No. Admitted.	No. Joined.	Average Age.
Adams	11	8	15.33	Lyman	7	7	14.40
Bigelow	24	19	14.74	Mayhew.....	5	5	13.83
Brimmer	24	21	14.78	Phillips	10	10	15.33
Chapman	14	10	14.50	Prescott	7	6	14.65
Dwight	88	82	14.76	Quincy	15	12	14.25
Elliot.	11	11	14.75	Rice	26	23	14.75
Lawrence	18	17	14.51	Latin	7	6	13.97
Lincoln	18	15	14.71	Private, etc..	48	41	14.77
				Totals	278	243	14.63

Of those who joined the school, there were,

- Between twelve and thirteen years, seven.
- Between thirteen and fourteen years, fifty-six.
- Between fourteen and fifteen years, eighty eight.
- Between fifteen and sixteen years, sixty-five.
- Between sixteen and seventeen years, twenty-six.
- Between seventeen and eighteen years, one.

It appears that of the number who joined the school sixty-three were under fourteen years of age, while one hundred and seventy-eight were over fourteen. It seems to me that the average of the ages of boys sent from the Grammar Schools to this school ought not to exceed fourteen.

The following table shows the number of graduates in each year since the founding of the school:—

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1821.....	..	1838.....	15	1855.....	27
1822.....	..	1839.....	17	1856.....	24
1823.....	..	1840.....	16	1857.....	23
1824.....	15	1841.....	15	1858.....	27
1825.....	28	1842.....	24	1859.....	17
1826.....	12	1843.....	22	1860.....	28
1827.....	17	1844.....	28	1861.....	25
1828.....	..	1845.....	24	1862.....	29
1829.....	18	1846.....	17	1863.....	34
1830.....	17	1847.....	20	1864.....	17
1831.....	9	1848.....	23	1865.....	27
1832.....	12	1849.....	20	1866.....	31
1833.....	14	1850.....	33	1867.....	37
1834.....	18	1851.....	32	1868.....	41
1835.....	11	1852.....	22	1869.....	44
1836.....	15	1853.....	29	1870.....	61
1837.....	18	1854.....	26		

The whole number of graduates is 1,072, which gives an average of about twenty-two for each year.

The following table shows the whole number belonging in the month of February of each year, from 1824 to 1870:—

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1824.....	121	1840.....	105	1856.....	152
1825.....	121	1841.....	120	1857.....	144
1826.....	128	1842.....	150	1858.....	160
1827.....	132	1843.....	170	1859.....	156
1828.....	141	1844.....	149	1860.....	169
1829.....	114	1845.....	152	1861.....	171
1830.....	129	1846.....	148	1862.....	175
1831.....	134	1847.....	141	1863.....	174
1832.....	111	1848.....	156	1864.....	174
1833.....	112	1849.....	183	1865.....	200
1834.....	128	1850.....	198	1866.....	230
1835.....	125	1851.....	195	1867.....	204
1836.....	131	1852.....	176	1868.....	271
1837.....	115	1853.....	170	1869.....	309
1838.....	115	1854.....	159	1870.....	346
1839.....	104	1855.....	162		

In one of my reports for 1864, I traced the changes which have been made in the course of studies of this school from its origin. During the five years that followed there was no material change in the programme, although the instructors, with the approval of the Committee and the head-master, introduced some new subjects of instruction, such as botany

and mineralogy. The present head-master, who had been a successful instructor in the school for nearly twenty years, and under whose charge it is now flourishing beyond precedent, soon after assuming the direction as principal, proposed important and desirable modifications of the course of study, which are now in full operation. To the first year were added English literature, physical geography, mineralogy, botany, commercial arithmetic, and drawing. History, which had previously been a prominent study, being no longer continued as a separate study, is taught under the new arrangement in connection with English literature. To the studies of the second class were added rhetoric, commercial arithmetic, and English literature, including history, antiquities, and a course of reading from the best English authors. The constitution of the United States was discontinued in this class. The requirements of the third class were modified by substituting physiology for natural theology, and adding the constitution of the United States, and English literature, including history, philology, antiquities, and a critical study of Shakspeare's play of Julius Cæsar, and of some other standard English authors.

During the whole course, particular attention is given to the home reading of the pupils.

The course of study as it now stands is as follows: —

Class 3. 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Penmanship. 3. Reading. 4. Declamation. 5. Commercial Arithmetic. 6.

Physical Geography. 7. Sherwin's Algebra. 8. Drawing. 9. Botany. 10. Mineralogy. 11. French Language. 12. Composition. 13. English Literature, including History, Antiquities, etc. 14. Military Drill.

Class 2. Penmanship, Reading, Declamation, Commercial Arithmetic, Sherwin's Algebra, Drawing, French Language, Composition, Military Drill, continued; also English Literature, including History, Antiquities, and a course of reading from the best English Authors. 15. Legendre's Geometry. 16. Book-keeping. 17. Rhetoric. 18. Trigonometry, with its application to Surveying, Mensuration, etc.

Class 1. Penmanship, Reading, Declamation, Commercial Arithmetic, Drawing, French Language (French conversation and composition), Composition, Military Drill, continued; English Literature is also continued in this class, including History, Philology, Antiquities, etc., and the critical study of some standard English work. 19. Navigation. 20. Natural Philosophy. 21. Moral Philosophy. 22. Physiology. 23 Constitution of the United States. 24. Astronomy, with the practical study of the stars, and the explanation and use of instruments.

For the pupils who remain at the school the fourth year, the course of studies is as follows:—

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. 4. Spanish. 5. Geology. 6. Chemistry. 6. Mechanics' Engineering, and the higher Mathematics, with some option.

GIRLS' HIGH AND NORMAL SCHOOL.—The average number of pupils belonging, including the Training Department, during the last half-year, was 403; the average daily attendance was 377; and the per cent of attendance was 94. These pupils were taught by one head-master, and sixteen female teachers, of whom fourteen were ranked as assistants, one as head-assistant, and one as superintendent of the Training

Department. Besides these, there were four special teachers, namely, one in music, one in drawing, one in French, and one in German. Professor Marshall, of Tufts College, also gave instructions for a part of the time in chemistry. At the close of the year, sixty-one young ladies received the diploma of graduation from the regular course, and twenty-six were graduated from the Training Department.

The following table shows the number and average age of the pupils admitted to the Girls' High and Normal School from each Grammar School, and from other sources, and also the number of those who joined the school and entered upon the course of study, in the fall of 1870:—

SCHOOLS.	No. Admitted.	No.Joined.	Av. Age Admitted.	SCHOOLS.	No. Admitted.	No.Joined.	Av. Age Admitted.
Adams	6	4	14.90	Lincoln.....	15	12	15.31
Bowditch	8	8	15.14	Lyman	5	2	15.19
Bowdoin	25	17	15.58	Mather	1	1	15.33
Chapman	11	9	14.65	Norcross	16	16	15.01
Comins.....	5	4	15.20	Prescott	6	4	14.95
Dudley	8	8	15.75	Shurtleff	22	16	15.29
Everett	27	25	15.50	Wells.....	11	10	15.51
Everett, (Dor.)	2	2	15.33	Winthrop.....	17	16	15.40
Franklin	26	26	15.95	Other Sources	42	36	16.74
Hancock	15	11	14.61	Totals.....	280	239	15.55
Lewis	12	12	15.33				

Of the candidates from the Grammar Schools there were, —

- Between thirteen and fourteen, eighteen.
- Between fourteen and fifteen, sixty-four.
- Between fifteen and sixteen, seventy-nine.
- Between sixteen and seventeen, forty-eight.
- Between seventeen and eighteen, nine.
- Between eighteen and nineteen, none.
- Between nineteen and twenty, none.
- Between twenty and twenty-one, one.

The large increase in the number of pupils attending this school speaks well for its management, as this increase is not the result of lowering the standard of requirements, either for admission or for promotion from lower to higher classes. For a long period this excellent and important school has greatly suffered for want of suitable accommodations. This is now a thing of the past. The noble edifice on Newton street will henceforth afford a home worthy of the school. It combines many admirable features, and its plan is on the most liberal scale. The apparatus for heating and ventilating has not yet been fully tested. I hope to be able in my next report to pronounce it satisfactory.

The head-master of this institution is an earnest advocate of reform in respect to two general defects in higher female education among us, namely, high pressure, and neglect of the more practical matters. In most high schools, academies, and seminaries for girls within the range of my knowledge, the pupils are worked beyond their capacity, and they are for the most part thus overworked in the attempt to

acquire a knowledge of branches which never will be of any practical utility to them, while wholly neglecting more useful branches of education. The case is bad enough where a girl impairs her health in the pursuit of studies which are of unquestioned practical utility, but it is far more lamentable where her constitution is shattered by too close application to branches which are useless when acquired. I regard, therefore, with great interest, the efforts of the head of this school to set an example of a high school for girls, where physical culture is properly attended to, and where the course of study is practical, in the best sense of the word.

The Training Department has proved a most important auxiliary in improving our primary Schools. The teachers who have enjoyed the advantages of its training during the whole course, are, generally, capable teachers. On entering Primary Schools, I can generally distinguish the trained teachers by their superior skill in handling their schools.

The following is the list of the class graduated June, 1870:—

GRADUATES OF TRAINING CLASS.

BATES, JOSIE C., 21 Knowlton st.	HOLMES LOUISE B., 81 Leverett st.
BAKER ADAH A., 14 Clinton street, Cambridge.	HUSSEY, FANNY N., 12 Ward street.
BROWN, E. LOUISE, Dorchester.	HUTCHINSON, SUSAN, 18 Broadway.
BERRY ANNIE H., 68 Cornhill.	HYDE, REBECCA W., 71 Shawmut av.
CUTLER MARY, Cambridgeport.	HINTZ, EMMA L. B., Charlestown.
FIRTH, MAY L., 5 Indiana place.	JOHNSON, MARY E., Waltham.
FULLER, MARY A., 92 Carver st.	JOHNSON, M. ETTA K., 236 Gold st.
FRAZIER, HARRIET M., 7 Phipps pl.	MADIGAN, LIZZIE E., 8 Dover st.
GLEASON, EDNA L., Dorchester.	PAYNE, FANNIE A., Arlington.
	REYNOLDS, CLARA J., Sharon.

SCHOULER, LOUISE E., Arlington.	WILLIAMS, L. ANNIE, Cambridgept.
SEAVEY, HANNAH M., 14 Kennard avenue.	WITHERELL MATTIE E., 32 Green st.
STEPHENS, MATILDA, So. Boston.	WISE, MARGARET S., 152 Tyler st.
	WILSON, KATE, 4 Fruit street.

HIGHLANDS HIGH SCHOOL.—The average number of pupils belonging, during the last half-year, was 155,—boys 50, and girls 105; the average daily attendance was 149, and the per cent of attendance was 96. These pupils were taught by one head-master, and four female teachers; namely, one head-assistant, and three assistants. There were, besides, four special teachers employed for a part of the time.

In former reports I have given some account of the peculiarities of this excellent school, and printed its programme. It continues to be conducted with much efficiency, and it is in a very flourishing condition.

The following table shows the number and average age of the pupils admitted to the Highlands High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1870:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Brimmer	1	..	..	..	14.5	
Comins	17	17	15	14	14.83	15.42
Dearborn.	11	12	9	9	14.83	15.81
Dudley. ....	..	10	..	10	.....	15.27
Dwight	1	..	1	..	15.83	
Latin (Boston)	1	..	..	..	14.83	
Latin (Roxbury)	1	..	1	..	16.5	
Lewis	9	10	9	10	15.19	16.78
Washington	22	..	17	..	15.17	
Other Sources.....	8	8	7	2	15.75	16.17
Totals.....	71	52	59	45	*11.15	*15.89

Of those who joined the school, there were,—

- Between twelve and thirteen, one.
- Between thirteen and fourteen, twelve.
- Between fourteen and fifteen, twenty-six.
- Between fifteen and sixteen, thirty-one.
- Between sixteen and seventeen, twenty-three.
- Between seventeen and eighteen, ten.
- Between eighteen and nineteen, one.

DORCHESTER HIGH SCHOOL. — The average number of pupils belonging, during the last half-year, was 106,—boys 70, and girls 106; the average daily attendance was 101; and the per cent of attendance

* Totals of per cent are obtained from actual ages, and are not the average of given ages of different schools.

was 96. These pupils were taught by one head-master and three female assistants. Special teachers were employed to instruct in French, drawing and vocal music.

This school is now admirably accommodated in its new building, which affords every desirable facility for conducting its operations with efficiency and success. It is undoubtedly a school of much merit, and one of which any community might well be proud.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, and also the number who joined the school and entered upon the course of study in the fall of 1870: —

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Mather	4	5	2	3	13.64	15.50
Harris.....	9	6	9	5	15.50	15.14
Everett	1	9	1	8	13.11	14.92
Minot	3	2	2	1	14.67	15.84
Stoughton	7	4	7	4	15.65	14.52
Gibson	2	6	1	5	14.59	14.12
Tileston.....	..	4	..	2	.....	14.43
Other Sources	1	1	1	1	18.00	.
Totals.....	27	37	23	29		

Of the candidates admitted, there were,

- Between twelve and thirteen, one.
- Between thirteen and fourteen, nine.
- Between fourteen and fifteen, twenty.
- Between fifteen and sixteen, twenty-five.
- Between sixteen and seventeen, six.
- Between seventeen and eighteen, one.
- Between eighteen and nineteen, two.

SPECIAL SCHOOLS.

It is clear that the best interests of a city like Boston demand that educational institutions should be provided at public expense, beyond the strict requirements of the statutes. The statutes of the Commonwealth require every town to keep for at least six months in each year, schools sufficient for the instruction of all the children therein, in the elementary branches of education. In addition to these elementary schools, towns containing a certain number of inhabitants are required to maintain a school in which certain specified branches of a higher education shall be taught. There are no existing special laws requiring the city of Boston to maintain institutions of education. If, therefore, the city government were to confine their appropriations for schools to the strict requirements of the law, our Primary and Grammar Schools would be kept open only six months in each year, and from the Grammar School programme we should be obliged to cut off vocal music, the history of England, composition, declamation, natural philosophy, physiology, book-keeping, and the Constitution of the United States. Our five High

Schools would be merged in one, and that one would be kept only thirty-six weeks in each year.

The principle has been established that a municipality may go beyond the requirements of the law in making provisions for schools. Nobody now questions the right of a city or town to keep schools during the whole year, or to establish a High School, where the law does not require one.

The legal *power* is not restricted to the legal *duty*. The law prescribes the minimum provisions for education and not the maximum. There is no doubt as to whether a town may go beyond the exact requisitions of the law in providing schools *known to the law*. The question as to whether a municipality may legally establish and maintain special schools not known to the law, seems not as yet to have been authoritatively settled. The act of 1857 giving *permission* to towns to establish and maintain, in addition to schools required by law, schools for the education of persons over fifteen years of age, was probably passed to meet the objections of those who held that a town could not be legally taxed to maintain evening schools for adults. The act of May 16, 1870, requiring towns and cities having more than ten thousand inhabitants, and *permitting* all other towns and cities to make provision for instruction in industrial and mechanical drawing, either in day or evening schools, seems to imply that the legislature did not recognize the legal right of a municipality to establish any new description of schools not known to the law.

The authorities of Boston, however, have taken it for granted that there is no legal limitation to the right of a city in this Commonwealth to establish and maintain such educational institutions as are deemed necessary for the welfare of the community. And, should any objection to this course be raised, there is not much doubt, considering the liberal tendency of public opinion in respect to public education, that the action of the city in this matter would be sustained, or that the legislature would give explicit power to every municipality to maintain whatever schools its inhabitants might judge expedient.

EVENING SCHOOLS.—These schools, during the last year, were more largely attended and more successful than they were during the preceding year. The establishment of an Evening School in the Primary School-house in Harrison avenue, where the higher branches were taught, was an important step in the right direction. This Evening High School was under the charge of Messrs. Anderson and Woolson, masters in the English High School, as principals, who devoted themselves with great earnestness and success to its organization and management. They were ably assisted in the instruction by Messrs. Nichols and Travis, sub-masters in the English High School, and by Mr. R. P. Owen, a very competent and skilful teacher. This school is destined, I trust, to become one of great importance and utility. The whole number of pupils was 142; the average attendance was 83.

The following table presents the essential statistics of the Evening Schools, exclusive of the Evening High School: —

	No. Teachers.	Total No. Pupils.	Average Attendance.
North Bennet street	9	590	107
Chambers street	10	425	142
Ward Room, Pinckney street	10	467	95
Warrenton street	25	485	119
Ward Room, Harrison avenue	17	816	123
Ward Room, South Boston	6	262	57
Union Hall, South Boston	4	165	42
German School	1	60	18
Bath House, Highlands.....	19	409	104
Gloucester Place, (Drawing).	2	70	28
	108	8,250	835

SCHOOLS FOR LICENSED MINORS.— There are two schools of this description, one in North Margin street, and one in East-street place. The average number belonging during the last half-year was 81; and the average attendance was 68. The sessions are kept two hours in the morning and two hours in the afternoon. The boys who attend, are chiefly occupied, out of school hours, as newsboys and bootblacks; the former attend at the morning sessions, and the latter at the afternoon sessions. The teachers of these schools are faithful and efficient, and they are doing a very good work. It is very

noticeable that since the establishment of these schools there has been a great change for the better in the appearance and manners of the boys who attend them.

SCHOOL FOR DEAF MUTES.—This school was opened in September, 1869. It is located at No. 11 Pemberton square. The average number belonging to the school during the last half-year was 33. It is taught by Miss Sarah Fuller the principal,—who had been for several years a very successful teacher in one of our Grammar Schools,—and three female assistants. The system of instruction pursued is that of *artificial articulation and reading of the lips*. This is the method employed at the Clark Institution for Deaf-Mutes, at Northampton. The teachers are working with extraordinary patience and earnestness, and the results of their instruction have exceeded expectation. Still, it is a question whether it will not be found necessary at least to supplement the method here used by others, which have long been employed, such as the manual alphabet, or the natural language of signs.

VOCAL MUSIC.

In this branch there has been greater progress than in any previous year. For more than twelve years the Committee on Music have steadily persisted in their endeavors to develop a systematic and complete organization of this branch of instruction. They now have the satisfaction of seeing their patient efforts crowned with success.

On entering the Primary School at five years of age, the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just gradation all the way up through the Primary, Grammar, and High Schools. There are two features of the system which produce a strong impression upon the minds of competent visitors from other States and countries,— the thorough scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended in this work by a limited corps of professional teachers of music. The system is both efficient and cheap. It is found that about ten minutes a day, properly employed, are sufficient to produce most excellent results in this branch. And everybody who understands school economy, knows that the time thus devoted to music will not in the least retard the progress of pupils in other branches. For my part, I believe the general progress is the greater for this appropriation of time to music, such is its harmonizing and educating power. As our teachers advance in skill, as our books and charts and other teaching appliances are improved, and as our system of instruction is perfected in other respects, it will be found, probably, that even less time than is now devoted to it may be needed for this branch, and a smaller number of special teachers and supervisors of it. The very poorest singing that I now find in the weakest

and most backward schools is better than the very best that was presented as a model only a few years ago. And the improvement in teaching music has very naturally helped the improvement of the methods of handling the other branches. As a general rule, teachers in an elementary school who teach one branch well, teach all branches well.

It is now just forty years since the first movement was made in this city looking to the introduction of vocal music as a branch of common school education. How slow has been the progress! So hard is the task to conquer prejudice, and to convert conservatism! But the object has been accomplished. It is a great step of progress and well worth a struggle of forty years.

DRAWING.

This branch has had a place in our programme of studies for many years, but its progress has been unsteady, uneven, and unsatisfactory. The time has at length arrived, apparently, when it is to be placed on a proper footing in all our schools. Public opinion in this community has been turned to the necessity of systematic instruction in drawing in public schools, by the results of instruction which have been witnessed within a few years in the Institute of Technology, by the act of the legislature, approved May 16, 1870, requiring instruction in industrial and mechanical drawing, by the vigorous movement recently made for the establishment in this city of a museum of fine arts, and by the reports brought home to us from the Universal Exposition at Paris, in

1867, showing the deficiency of art education in America.

It is now understood, by well-informed persons, that drawing is an essential branch of education, and that it should be taught to every child who is taught the three R's. It is indispensable as an element of general education, and it lies at the very foundation of all technical education. It is difficult to conceive of any human occupation to which education in this branch would not prove beneficial. Everybody needs a well-trained eye and a well-trained hand. Drawing is the proper means of imparting this needed training. Drawing, properly taught, is calculated even more than vocal music, perhaps, to facilitate instruction in all other branches of education.

To promote the progress of drawing in our schools, there has been needed a new instrumentality,—I mean a Standing Committee on this branch. Such a committee has at length been appointed, and it has taken hold of the work assigned it with very gratifying vigor and courage. The valuable Report presented to the Board by that committee, will, I trust, be reprinted with the annual Report of the Board.

Our success, after many experiments, in conducting the instruction in vocal music, has taught us how to manage the teaching of drawing with efficiency and economy. It is evident that the actual class-teaching in drawing, as well as in music, can be given by the regular teachers. They will, of course, need instruction and competent supervision and direction. This service can be performed by one able drawing

master, with a small corps of assistants. This course, which is the course recommended by the Committee, is not only the best for the pupils, but it is best for the teachers; for, in preparing themselves for teaching drawing, their general ability and happiness will be promoted. What teacher would not gladly hasten to avail himself of the gratuitous instruction of a first-rate art-master, as a preparation for instruction in drawing in his own class?

TIME.

Sometimes it is said there is not time to do what is required in our schools. I have thought much on this matter. I am strongly opposed to what is called high pressure, whether applied to pupils or teachers, and I would sacrifice any study rather than sacrifice the health of pupils. But if pupils and teachers do too much,—and this fault, I am happy to say, is not so general as it was some years ago,—it is not because they are required to by the regulations. It is owing to causes which it is almost impossible to reach by formal rules and regulations. Where the pupils and teachers have too much to do, it will be found, in almost all cases, to be owing to an exaggerated standard of attainments set up by the teacher, which finds no justification in a fair interpretation of the programme, or to a want of skill on the part of the teachers in handling the branches they have to teach:

The requirements are based on a general average of capacity on the part of pupils and of skill on the

part of the teacher. Here is a teacher working very hard, apparently, to get his pupils to write a few pages in the copy-book in the course of three mouths, and he has no time for physical exercises, or drawing, or anything else. At the very next school all is changed. The pupils write more than the regulations require, and better; nothing is behind, and nothing is neglected. The difference is that one of these teachers takes pains to learn how to do it, and the other is an illustration of how not to do it.

Respectfully submitted.

JOHN D. PHILBRICK,

Superintendent of Public Schools.

SEPTEMBER, 1870.

STATISTICS

**ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE
SUPERINTENDENT OF SCHOOLS FOR THE
SCHOOL YEAR**

1868—69.

STATISTICS OF THE SCHOOLS.

TEACHERS.

Tables showing the number of teachers of each sex in the different grades of schools, August 31, 1870.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin School.....	7	....	7
English High School	11	....	11
Girls' High and Normal School	1	13	17
Highlands High School.....	1	4	5
Dorchester High School.....	1	3	4
Grammar Schools.....	64	879	443
Primary Schools.....	....	828	228
Licensed Minors.....	....	2	2
Deaf-Mute School.....	....	4	4
Evening Schools.....	81	68	99
Totals.....	116	799	915

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools...	1	..	1
Military Drill: Latin, Eng. High and Highl'ds..	1	..	1
Drawing: High and Grammar Schools	4	1	5
French: High Schools.....	3	1	4
German: Girls' High and Normal.....	1	..	1
Music: High, Grammar and Primary.....	6	..	6
Sewing: Grammar Schools.....	..	17	17
Totals.....	16	19	35

HIGH SCHOOLS.

Abstract of Semi-Annual Returns. February, 1870.

SCHOOLS.	Admitted.	Discharged.	AVERAGE WHOLE NUMBER.			Average Attendance.	Average Absence.	Per cent of Attendance.	Head Masters.	Masters.	Sub-Masters.	H. Assist'rs.	Assistants.
			Boys.	Girls.	Total.								
Latin	90	18	242	....	242	282	10	96.0	1	2	4	...	...
English High.....	187	81	357	....	357	350	7	98.1	1	3	7	...	...
Girls' High and Nor'l	315	81	454	454	454	432	22	95.0	1	...	...	2	14
Highlands High.....	117	75	61	127	188	182	6	97.0	1	...	1	3	
Dorchester High....	8	8	40	74	114	109	5	95.0	1	...	...	3	
Totals.....	712	208	700	655	1,355	1,305	50	96.2	5	5	11	3	20
							av						

HIGH SCHOOLS.

Abstract of Semi-Annual Returns. August, 1870.

SCHOOLS.	Admitted.	Discharged.	AVERAGE WHOLE NUMBER.			Average Attendance.	Average Absence.	Per cent of Attendance.	Head Mast's.	Masters.	Sub-Masters.	H. Assist'rs.	Assistants.
			Boys.	Girls.	Total.								
Latin School.....	8	58	227	....	227	214	18	94.0	1	2	4	...	...
Eng. High School...	0	48	320	....	320	315	5	98.3	1	3	7	...	...
Girls' High & Normal	81	180	408	408	408	377	26	94.0	1	...	2	14	
Highlands High.....	27	62	50	105	155	149	6	96.0	1	...	1	3	
Dorchester High....	0	5	46	70	106	101	5	96.0	1	...	...	3	
Totals.....	66	848	683	578	1,211	1,156	55	95.6	5	5	11	3	20

NUMBER OF BOYS ADMITTED TO THE ENGLISH HIGH SCHOOL FROM THE GRAMMAR SCHOOLS DURING THE YEARS
1844-1870.

SCHOOLS.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.
Adams	9	10	10	7	9	9	5	11	11	0	0	0	1	2	7	6	3	1	7	2	7	8	4	18	1	11	
Bigelow (Hawes)	7	4	1	2	5	7	4	3	4	5	6	7	8	9	15	10	9	5	3	6	4	13	13	19	16	21	24
Boynton	5	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	4	14	2	0
Brimmer	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	23	24	33	27	21	24	
Chapman . . . . .	..	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	6	1	3	6	3	4	12	17	9	14	
Dwight	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	3	20	14	45	34	35	33	23	27	38
Elliot	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20	11
Latin	0	1	2	6	4	0	0	0	4	3	6	6	2	8	2	1	0	6	6	2	4	3	3	2	3	1	7
Lawrence . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Lincoln . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Lyman	0	3	6	4	..	6	1	2	0	4	3	2	1	0	0	2	2	0	0	0	1	5	7	6	6	7	
Mayhew	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	6	6	9	8	16	11	7	10	5
Phillips	0	4	10	10	12	8	9	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10	10	
Prescott . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Quincy . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rice . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

GRAMMAR SCHOOLS.

Semi-Annual Returns. February, 1870. [Dorchester excluded.]

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Master.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sewg Teachers.
			Boys.	Girls.	Total.									
Adams . . .	284	284	349	246	595	568	27	94.8	1	1	.	4	8	1
Bigelow . . .	191	56	789	..	789	754	35	95.6	1	1	1	3	10	.
Bowditch . . .	400	437	..	709	709	667	42	94.1	1	.	.	5	12	1
Bowdoin . . .	289	238	..	515	515	483	32	93.0	1	.	.	3	8	.
Boylston . . .	600	125	262	226	487	453	34	93.2	1	1	.	1	7	.
Brimmer . . .	370	234	666	..	666	637	29	95.5	1	1	1	2	11	.
Chapman . . .	120	55	279	233	512	483	29	94.0	1	1	.	4	5	1
Comins . . .	280	96	393	364	757	703	54	92.6	1	1	.	5	9	1
Dearborn . . .	516	441	361	353	714	672	42	94.1	1	1	.	2	10	1
Dudley . . .	295	248	..	865	865	837	28	93.0	1	.	.	2	5	.
Dwight . . .	609	599	674	..	674	646	28	95.0	1	1	1	2	9	.
Elliot . . .	467	389	741	..	741	709	32	96.0	1	1	1	2	11	.
Everett . . .	629	280	..	754	754	717	37	94.9	1	.	.	4	10	1
Franklin . . .	715	676	..	661	661	620	41	94.0	1	.	.	4	11	1
Hancock . . .	719	465	..	919	919	887	32	97.0	1	.	.	5	13	1
Lawrence . . .	365	281	774	..	774	758	16	97.0	1	1	1	2	12	.
Lewis	232	124	219	212	431	409	22	93.8	1	1	.	3	6	1
Lincoln . . .	191	150	426	280	706	671	35	95.0	1	1	.	4	9	1
Lyman . . .	312	181	306	171	476	451	25	94.5	1	1	.	3	6	1
Mayhew . . .	376	272	532	..	532	494	38	92.5	1	1	1	1	9	.
Norcross . . .	296	222	..	658	658	637	16	98.0	1	.	.	3	9	1
Phillips . . .	201	141	591	..	591	546	45	92.1	1	1	1	1	9	.
Prescott . . .	377	327	294	252	546	509	37	98.0	1	1	.	4	7	.
Quincy . . .	670	540	725	..	725	689	36	95.1	.	1	1	2	11	.
Rice	588	339	556	..	558	537	21	96.2	1	1	1	2	6	.
Shurtleff . . .	780	240	..	527	527	491	36	93.3	1	.	.	4	7	1
Washington . .	239	208	378	..	378	359	19	94.3	1	1	.	3	5	.
Wells	267	251	..	455	455	439	16	96.0	1	.	.	3	7	.
Winthrop . . .	792	658	..	797	797	716	81	90.0	1	.	.	5	12	1
Totals . . .	12,230	8,637	9,316	8,691	18,007	17,042	965	94.4 av.	20	19	9	88	254	

GRAMMAR SCHOOLS.
Semi-Annual Returns. August, 1870.

SCHOOLS.	Admitted.	Discharged.	Average Whole No.			Average Attendance.	Average Absence.	Per cent of Attendance.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew & Techrs.
			Boys.	Girls.	Total.								
Adams	218	243	352	225	577	535	42	93.5	1	1	4	8	1
Bigelow	257	257	816	816	816	773	43	94.7	1	1	2	13	.
Bowditch	306	384	—	672	772	619	53	92.0	1	—	5	12	1
Bowdoin	160	220	—	520	520	473	47	90.0	1	—	3	8	.
Boylston	217	260	222	203	425	389	36	91.4	1	1	1	8	1
Brimmer	243	461	654	—	654	616	38	94.0	1	1	2	11	.
Chapman	92	68	277	220	497	458	39	91.0	1	1	4	6	1
Comins	185	170	446	420	866	798	73	91.5	1	1	5	11	1
Dearcorn	150	174	380	351	731	681	50	98.5	1	1	3	11	1
Dorchester District	263	208	494	953	459	841	112	86.7	8	—	—	23	1
Dudley	160	261	—	347	347	310	37	89.0	*1	—	2	6	1
Dwight	379	685	600	—	600	572	28	94.0	1	1	2	9	.
Elliot	309	382	756	—	756	717	39	95.0	1	1	2	11	.
Everett	185	639	—	639	639	600	39	93.0	1	—	4	10	1
Franklin	413	667	—	618	618	568	50	91.0	1	—	4	10	1
Hancock	360	470	—	945	945	906	39	96.0	1	—	5	13	1
Lawrence	290	288	854	—	854	819	35	95.9	1	1	2	12	.
Lewis	183	174	238	221	454	418	36	91.8	1	1	3	6	1
Lincoln	108	71	425	304	729	678	51	93.0	1	1	4	10	1
Lyman	190	157	323	185	508	464	44	91.8	1	1	3	7	1
Mayhew	209	263	537	—	537	492	45	91.0	1	1	1	9	.
Norcross	273	307	—	689	689	668	21	97.0	1	—	3	9	1
Phillips	112	107	620	—	620	555	65	89.4	1	1	1	9	.
Prescott	387	383	293	260	543	497	46	91.0	1	1	4	7	.
Quincy	227	306	741	—	741	636	48	93.7	—	1	2	11	.
Rice	313	537	600	—	600	559	41	92.4	1	1	2	10	.
Shurtleff	227	247	—	561	561	508	58	89.0	1	—	4	8	1
Washington	76	88	390	—	390	367	23	94.6	1	1	3	5	.
Wells	172	247	—	453	453	427	26	93.0	1	—	3	7	.
Winthrop	431	651	—	766	766	686	80	89.0	1	—	4	12	1
Totals	7,094	9,375	10,013	9,048	19,061	17,680	1,381	92.3	36	19	9	87	292
								av.					17

* Female Principal.

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School (Dorchester Schools excluded), Feb. 28, 1870.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Feb. 28, 1870.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 years.
Adams . .	40	46	134	99	85	181	585	1	98	227	167	49	48
Bigelow . .	42	53	106	113	227	265	805	3	140	290	256	71	45
Bowditch . .	31	76	98	71	161	243	674	6	135	244	196	77	17
Bowdoin . .	47	88	97	92	92	100	516	1	60	166	154	75	52
Boylston	52	95	94	234	475	1	110	198	125	27	14		
Brimmer . .	42	50	137	136	136	163	664	1	123	217	218	70	35
Chapman . .	88	46	108	123	110	104	524	2	67	170	168	108	9
Comins . .	46	49	114	119	228	235	791	2	72	283	299	80	46
Dearborn . .	78	85	89	104	106	228	690	..	70	236	274	59	52
Dudley . .	42	49	50	44	48	116	349	..	38	122	181	37	26
Dwight . .	46	98	99	106	141	144	633	2	89	172	226	81	63
Elliot	100	100	105	194	191	781	8	151	274	222	60	16	
Everett . .	50	101	96	153	162	176	737	0	118	212	220	127	60
Franklin . .	39	90	68	72	113	183	565	1	55	180	175	74	80
Hancock . .	38	41	197	180	206	231	888	15	207	832	243	70	31
Lawrence . .	48	54	106	193	173	208	781	10	187	257	231	72	24
Lewis	45	73	47	102	95	75	437	..	67	135	125	62	48
Lincoln . .	92	90	97	105	165	160	718	..	171	224	214	66	43
Lyman . .	54	65	72	82	86	114	473	..	56	163	189	50	25
Mayhew . .	77	45	44	47	130	174	517	2	82	195	167	60	21
Norcross . .	37	49	110	103	169	178	636	1	123	248	196	52	16
Phillips . .	43	52	141	101	100	138	570	..	108	240	160	49	13
Prescott . .	26	32	96	92	92	207	544	..	81	175	186	59	43
Quincy . .	47	52	106	160	157	212	734	6	146	277	232	64	9
Rice	43	51	53	111	161	178	587	1	104	228	184	42	26
Shurtleff . .	40	47	107	96	106	131	526	1	99	160	172	58	36
Washington . .	26	39	37	44	95	127	368	..	43	132	130	34	29
Wells . .	33	45	42	94	91	140	445	1	52	141	148	55	45
Winthrop . .	44	89	98	136	151	265	783	..	107	258	255	80	63
Totals . .	1,270	1,763	2,687	3,076	3,854	5,096	17,746	65	2,958	6,154	5,662	1,868	1,049

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, August, 1870.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July, 1870.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 15 years.	Over 15 years.
Adams . .	53	118	85	113	77	100	496	1	89	173	148	58	27
Bigelow . .	34	48	84	105	206	240	805	9	172	287	244	50	48
Bowditch . .	27	65	71	72	149	212	596	6	112	213	180	66	19
Bowdoin . .	45	74	88	102	105	108	522	1	76	167	151	62	65
Boylston . . . . .	..	61	74	70	70	164	369	4	109	148	95	10	5
Brimmer . .	37	25	80	70	87	157	456	8	100	150	130	35	38
Chapman . .	33	40	93	105	111	157	539	0	95	180	154	68	42
Comins . .	41	40	91	188	209	232	801	0	106	300	283	80	52
Dearborn . .	67	98	86	82	144	208	655	0	64	258	209	66	58
Dorch. Dist. .	95	154	162	182	204	170	967	10	134	282	358	119	64
Dudley . .	37	28	30	35	66	63	256	0	40	81	92	22	21
Dwight . .	42	50	17	34	74	98	315	2	54	102	82	33	42
Elliot . . .	31	72	90	89	184	192	658	8	142	252	192	43	21
Everett . .	47	32	84	50	52	80	295	3	57	66	82	33	55
Franklin . .	33	52	32	29	59	105	310	0	46	93	77	43	51
Hancock . .	36	39	153	170	171	201	778	12	211	306	189	28	32
Lawrence . .	41	44	83	184	201	230	783	9	196	234	253	56	35
Lewis . . .	56	87	35	87	96	77	388	2	25	148	119	42	54
Lincoln . . .	67	68	66	74	149	167	591	4	168	187	170	38	28
Lyman . .	36	41	66	75	86	126	430	0	48	146	170	42	24
Mayhew . .	69	33	36	43	115	167	463	2	79	164	156	37	25
Norcross . .	33	46	96	100	152	175	602	6	116	232	176	62	10
Phillips . .	39	50	135	117	123	111	575	0	117	230	175	46	7
Prescott . .	22	29	64	62	44	125	326	2	85	86	95	31	27
Quincy . .	36	40	75	124	121	258	654	10	128	252	192	59	13
Rice . . .	31	15	42	46	101	128	36	2	90	129	96	34	10
Shurtleff . .	37	28	88	80	93	181	507	0	115	181	113	64	34
Washington . .	35	33	42	42	79	125	356	5	43	142	114	29	23
Wells . . .	30	43	43	94	104	149	463	..	78	135	166	46	38
Winthrop . .	33	48	55	86	132	209	563	7	119	208	136	50	48
Totals . .	1,222	1,456	2,123	2,794	3,564	4,724	15,872	118	3,012	5,522	4,779	1,442	1,004

GRAMMAR SCHOOLS.—DORCHESTER.

Semi-Annual Returns. February, 1870.

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	Assistants.	Attendance.
			Boys.	Girls.	Total.						
Atherton	7	2	20	10	30	2	6	80.0	1		
Codman	30	4	57	72	129	116	13	89.0	1	4	
Everett	10	80	86	86	172	156	16	91.2	1	4	
Gibson	16	12	61	60	121	113	8	93.0	1	3	
Harris.....	11	16	....	....	177	163	14	91.0	1	4	
Mather .....	....	....	....	....	171	151	20	89.0	1	4	
Stoughton.....	85	40	70	63	133	118	15	88.8	1	3	
Tileston	6	10	29	27	56	51	5	90.0	1	1	
Totals.....	....	....	....	....	989	892	97	89.0	8	23	

GRAMMAR SCHOOLS.—DORCHESTER.

Semi-Annual Returns. August, 1870.

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	Assistants.	Sew'g Tchr's.
			Boys.	Girls.	Total.						
Atherton .....	...	...	18	6	24	18	6	74.0	1*	..	1
Everett	48	45	88	92	180	165	15	91.5	1	4	1
Gibson	19	11	55	55	110	94	16	84.8	1	3	..
Harris	62	62	75	71	146	135	11	92.2	1	3	..
Mather	89	14	92	78	170	140	30	82.2	1	4	..
Minot	48	32	77	56	133	119	14	89.0	1	3	..
Stoughton....	24	83	51	62	113	100	18	89.0	1	4	..
Tileston.....	23	11	38	39	77	70	7	90.7	1	2	..
Totals.....	253	208	494	459	953	841	112	86.7	8	23	2

* Female Principal.

GRAMMAR SCHOOLS.—DORCHESTER.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, August, 1870.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Feb. 28, 1870	Under 8 yr's.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 yr's.
Everett	20	44	39	37	51	0	191	1	30	67	74	17	2
Gibson*	15	17	22	35	12	28	129	0	9	41	54	15	10
Harris	18	29	27	26	27	25	152	0	26	34	50	25	17
Mather	9	22	20	28	46	60	185	8	35	51	65	15	11
Minot	9	12	25	21	40	24	131	1	20	41	40	19	10
Stoughton..	18	22	14	22	14	16	106	0	4	25	48	23	6
Tileston ...	6	8	15	13	14	17	73	0	10	23	27	5	8
Totals...	95	154	162	182	204	170	967	10	134	282	358	119	64

* Grammar class of Atherton reckoned with the Gibson.

PRIMARY SCHOOLS.

Semi-Annual Returns. February, 1870. [Dorchester excluded.]

DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 6 and 8 years.	Over 8 years.	Whole number at date.
		Boys.	Girls.	Total.						
Adams	8	260	154	414	379	35	91.7	282	153	435
Bigelow	14	431	296	727	666	61	91.1	441	294	735
Bowditch	11	194	224	418	377	41	90.8	254	163	417
Bowdoin	9	148	217	365	333	32	90.8	204	174	378
Boyl-ton	6	163	160	313	291	22	93.8	203	111	314
Brimmer	13	291	233	524	473	51	89.8	365	191	556
Chapman	10	291	178	469	434	35	92.4	319	176	495
Comins	21	566	537	1,103	990	113	89.5	602	536	1,138
Dearborn	16	444	404	848	749	99	88.2	425	402	827
Dwight	6	141	151	292	267	25	90.6	189	118	307
Elliot	16	462	286	748	695	58	93.3	406	311	716
Everett	10	273	224	497	458	39	93.5	235	279	514
Franklin	6	161	162	323	290	24	93.6	177	156	332
Hancock	19	406	499	905	858	47	94.5	557	309	866
Lawrence	10	473	473	473	453	20	95.7	258	334	492
Lewis	9	239	151	390	346	45	88.3	208	175	383
Lincoln	8	242	144	386	357	29	92.8	228	164	392
Lyman	7	229	129	358	334	24	93.5	188	180	368
Mayhew	10	259	149	408	355	53	88.7	223	190	413
Norcross	12	193	401	594	567	27	95.5	354	244	598
Phillips	8	188	108	296	269	27	90.8	157	150	307
Prescott	9	227	201	428	388	40	90.6	207	228	435
Quincy	21	369	337	706	645	61	91.8	428	270	668
Rice	7	159	122	281	260	21	91.3	182	122	284
Shurtleff	7	177	209	386	349	37	90.5	221	156	377
Washington	12	325	291	616	564	52	91.6	330	303	633
Wells	12	247	270	517	483	34	93.8	312	199	511
Winthrop	9	196	206	402	371	31	91.1	246	172	418
Training School . . .	3	61	59	120	105	15	86.9	74	55	129
Totals	309	7,815	6,492	14,307	13,114	1,193	91.5	8,154	6,314	14,468

PRIMARY SCHOOLS.
Semi-Annual Returns. August, 1870.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 6 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adam ^a	9	271	161	432	389	43	89.3	271	168	439
Bigelow	14	426	278	704	625	79	88.2	462	249	711
Bowditch	10	195	203	398	360	38	89.8	284	141	425
Bowdoin	9	145	224	369	334	35	89.1	209	143	352
Boylston	6	167	144	311	286	25	91.8	209	101	310
Brimmer	13	286	209	475	423	52	89.0	294	163	457
Chapman	10	287	180	467	410	57	87.9	296	128	424
Comins	19	496	434	930	817	113	87.4	517	429	946
Dearborn	16	427	372	799	687	112	86.3	425	383	808
Dwight	6	113	180	243	217	26	89.3	139	61	200
Elliot	16	447	279	726	669	57	92.3	402	328	730
Everett	10	268	233	501	457	44	89.0	284	228	512
Franklin	6	160	143	303	273	30	90.0	137	94	231
Hancock	19	395	468	863	810	53	93.6	610	258	868
Lawrence	10	460	... .	460	443	17	95.6	123	366	489
Lewis	9	230	163	393	337	56	86.8	219	181	400
Lincoln	8	228	147	385	352	33	91.0	228	171	399
Lyman	7	216	117	333	305	28	91.1	178	149	327
Mayhew	10	244	120	364	317	47	86.5	196	167	362
Norcross	12	189	386	575	551	24	95.7	377	211	588
Phillips	8	170	92	262	226	36	85.4	130	125	255
Prescott	9	213	181	394	349	45	90.5	231	144	375
Quincy	12	233	196	429	387	42	89.7	289	157	446
Rice	9	215	176	391	346	45	88.0	214	155	369
Shurtleff	8	211	199	410	352	58	88.4	244	162	406
Waahington	15	370	348	718	645	73	89.4	403	303	706
Wells	12	223	248	471	431	40	90.5	301	150	451
Winthrop	9	175	170	345	304	41	87.9	232	93	325
Training School . . .	3	56	49	105	94	11	87.2	37	28	66
Dorchester	19	430	401	831	693	188	82.8	524	383	857
Totals	323	7,936	6,451	14,387	12,889	1,498	89.3	8,464	5,769	14,233

PRIMARY SCHOOLS.—DORCHESTER.
Semi-Annual Returns. February, 1870.

SCHOOLS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 5 & 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Atherton	1	16	24	40	29	11	71.0	28	15	43
Codman	3	71	58	129	112	17	90.0	68	64	132
Everett	2	46	44	90	75	15	81.0	52	49	101
Gibson	2	46	26	72	65	7	91.0	48	30	78
Harris	8	.....	.....	184	111	23	81.9	85	67	152
Mather	3	.....	.....	144	121	23	84.2	101	66	167
Stoughton.....	8	57	53	110	88	22	82.0	64	54	118
Tileston.....	2	36	29	65	57	8	88.4	18	38	56
Totals.....	19	.....	.....	784	658	126	83.7	464	383	847

PRIMARY SCHOOLS.—DORCHESTER.
Semi-Annual Returns. August, 1870.

SUB-DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 5 & 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Atherton	1	18	26	44	36	8	88.0	33	18	46
Everett	2	58	46	99	81	18	76.3	67	26	93
Gibson	2	44	33	77	60	17	78.0	43	40	88
Harris.....	3	79	72	151	127	24	84.0	92	51	143
Mather	8	77	78	150	122	28	82.3	105	61	166
Minot	8	61	64	125	107	18	85.1	71	52	128
Stoughton.....	8	63	59	122	102	20	84.9	65	69	134
Tileston.....	1	17	24	41	38	8	98.1	37	8	45
Stoughton, Intermediate...	1	18	4	22	20	2	78.4	11	13	24
Totals.....	19	430	401	831	693	188	82.8	524	383	857

DORCHESTER.

REPORT OF THE COMMITTEE ON FINANCE,
FOR THE YEAR ENDING MARCH 1, 1870.

The Committee on Finance, in accordance with the duties assigned them by the regulations of the Board, would respectfully report that they have visited and examined all the school-houses in the town, and have made such additions, alterations, and repairs as appeared necessary. They have approved bills for school expenses the past year to the amount of \$49,188.54, as appears by the annexed table. The appropriation made by the town was \$47,000; income from school funds, \$1,656.88; sale of clock, \$2.00; total amount to the credit of schools, \$48,658.88. Excess of expenditures over receipts and appropriation, \$529.66.

SCHOOLS.	Teaching.	Fuel.	Care of Houses.	Furniture and Repairs.	Incidental.	Total.
High.....	\$4,266 66	\$171 87	\$179 17	\$1,180 44	\$371 13	\$6,100 27
Everett	4,427 98	388 74	175 00	226 56	106 57	5,324 85
Mather	4,415 65	386 57	187 50	108 27	243 56	5,441 66
Adams	4,649 98	486 45	252 09	223 64	102 48	5,714 04
Gibson	3,888 32	275 26	175 50	377 72	138 12	4,849 91
Washington . .	4,515 16	361 42	179 18	2,416 24	193 04	7,564 99
Winthrop . . .	4,378 22	382 09	175 00	67 58	130 37	5,113 27
Norfolk	2,583 33	85 60	124 23	21 76	41 76	2,806 66
Hyde Park ..	1,022 36	44 00	46 00	28 50	34 87	1,174 73
Bowdoin . . .	959 81	53 30	67 50	28 87	34 63	1,144 01
Stoughton . . .	600 00	40 25	80 00	17 90	9 40	647 64
	\$35,552 46	\$2,655 44	\$1,940 22	\$4,697 57	\$1,405 82	\$46,951 52
Gen'l expenses . . . . .	.....	.....	.....	.....	.....	3,237 02
Total . . . . .	.....	.....	.....	.....	.....	\$49,188 54

ANNUAL SCHOOL REPORT.

DORCHESTER SCHOOLS, YEAR ENDING MARCH 1, 1869.

SCHOOLS.	Whole Number in School.		Average Attendance.		Per cent of Attendance.		Per cent of Attendance.		TEACHERS.
	Sum.	Wint.	Sum.	Wint.	Sum.	Wint.	Sum.	Wint.	
HIGH.....	89	99	87	95	91	87	79	79	Elbridge Smith, Mary W. Hall.
EVERETT, 1st Division.	24	19	20	16	89	94	..	4	Roland F. Alger.
2d Div.	33	42	24	34	89	93	..	6	Mary C. Jacobs.
3d Div.	40	42	35	39	88	94	..	4	Mary A. Jenkins.
4th Div.	40	47	30	37	88	90	..	..	Elsie J. Parker.
5th Div.	44	49	32	40	73	81	..	9	Emma A. Fitch.
6th Div.	76	60	72	56	99	90	..	..	Florence L. Etheridge.
7th Div.	65	64	46	47	72	73	3	..	Marion W. Brooks.
MATHER, 1st Division.	20	25	19	23	95	96	..	8	Daniel B. Hubbard, M. Esther Drake.
2d Div.	44	58	36	43	88	86	..	13	Rebecca V. Humphrey.
3d Div.	53	45	43	35	91	92	..	1	Isadora Bonney.
4th Div.	61	59	42	45	88	88	..	..	Mary P. Prunk.
5th Div.	64	52	40	39	85	88	..	..	Ella L. Howe.
6th Div.	46	54	35	41	88	89	..	..	Ellen S. Jones.
7th Div.	88	72	57	42	81	83	17	..	
GIBSON, 1st Division.	28	21	26	20	93	96	..	6	William E. Endicott.
2d Div.	30	38	27	35	90	94	..	6	Mary J. Homer.
3d Div.	29	35	26	30	90	88	..	2	Emma L. Howe.
4th Div.	39	35	34	31	88	89	..	..	Ella Whittredge.
5th Div.	33	26	29	22	88	88	..	..	Mary E. Tolman.
6th Div.	48	45	40	40	85	89	5	..	Frances Hardling.
BOWDOIN.....	80	71	61	57	80	76	5	2	Ella S. Wales, Charlotte E. Baldwin.
ADAMS, 1st Division.	24	29	20	26	94	94	..	16	Edwin T. Horne.
2d Div.	28	30	21	25	90	91	..	4	Ann Tolman.
3d Div.	50	56	36	42	93	93	..	2	Mary E. Noyes.

SCHOOLS.	Whole Number in School.		Average Attendance.		Per cent of Attendance.		TEACHERS.	
	Sum.	Wint.	Sum.	Wint.	Sum.	Wint.	Sum.	Wint.
ADAMS, 4th Division...	42	37	35	28	87	87	..	..
5th Div.....	43	48	30	39	86	88	..	..
6th Div.....	50	59	36	43	86	89	..	..
7th Div.....	70	75	40	36	78	83	3	..
STROUGHTON	38	32	30	25	86	92	..	..
WASHINGTON, 1st Div...	82	27	25	23	89	91	..	6
2d Div.....	38	34	25	26	79	84	..	1
3d Div.....	42	40	31	29	87	84	..	1
4th Div.....	41	42	33	30	80	82	..	1
5th Div.....	44	39	35	28	87	84	..	..
6th Div.....	46	45	47	33	80	83	..	..
7th Div.....	80	45	35	23	76	70	1	..
WINNIPEG, 1st, 2d, 3d...	97	107	85	92	88	86	..	3
4th Div.....	86	40	32	35	88	88	..	1
5th Div.....	45	44	40	40	88	89	..	..
6th Div.....	43	42	36	38	84	88	..	..
7th Div.....	58	47	38	32	72	68	2	..
NORFOLK, 1st, 2d Div...	84	79	67	66	88	90	..	12
3d Div.....	56	62	33	47	78	88	..	..
	2,147	2,118	1,666	1,673	87	87	96	176

Whole number of persons in town between 5 and 15 years of age, May 16, 1898, 2,096.

Sarah E. Hearsey.
Martha Foster.
Anne M. Gilbert.
Minna Childs.
Mary J. Pope.
Joseph T. Ward, Jr.
Anna Le B. Deanes.
Isabel F. P. Emery.
M. Abby Robinson.
Jane M. Seavers.
Frances E. Hildreth.
Jane S. Burchsted.
Isaac Swan, — — —
Sarah L. Pope.
Elizabeth J. Stetson.
R. Ella Robie.
Hannah C. Pratt.
Henry Wardwell, Martha A. Baker.
Catherine E. Cook.
Hiram Wilde, Teacher of Vocal Music.
Wm. G. H. Smart, Teacher of Writing.
Mercy A. Bailey, Teacher of Drawing in
the High School.

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, from the State School Fund.

YEARS.	Persons between Five and Fifteen Years of Age,	Proportion of Income from School Fund.
1861.....	31,678	\$6,045 90
1862.....	32,929	5,926 85
1863.....	32,147	6,364 99
1864.....	32,854	6,430 68
1865.....	34,902	6,750 44
1866.....	35,225	8,082 08
1867.....	36,090	5,310 30
1868.....	48,109	11,545 18
1869.....	42,624	8,171 88
1870.....	46,301	7,226 79

The following Table shows the average whole number, the average attendance and the per cent of attendance, of the public day schools of all grades, for ten years, ending July 31, 1869.

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1860-61.....	26,488	21,152	91.1
1861-62.....	27,081	24,544	90.6
1862-63.....	27,051	24,516	90.6
1863-64.....	26,961	24,617	91.6
1864-65.....	27,095	25,001	98.0
1865-66.....	27,723	25,809	98.5
1866-67.....	28,126	26,265	94.0
1867-68.....	32,885	30,399	92.7
1868-69.....	33,535	31,126	93.3
1869-70.....	35,164	32,463	92.3

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July 31, 1870.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1860-61.....	667	635	95.2
1861-62.....	755	725	96.0
1862-63.....	738	696	94.9
1863-64.....	527	691	94.5
1864-65.....	740	712	96.1
1865-66.....	776	751	96.2
1866-67.....	878	845	96.7
1867-68.....	1,050	977	95.7
1868-69.....	1,064	1,025	95.7
1869-70.....	1,288	1,230	95.9

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July 31, 1870.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1860-61.....	12,495	11,692	93.6
1861-62	18,064	12,264	93.9
1862-63	18,347	12,439	93.1
1863-64.....	18,523	12,601	92.8
1864-65	18,915	18,110	93.8
1865-66.....	14,394	18,620	94.2
1866-67.....	14,849	14,026	94.1
1867-68.....	17,450	16,362	93.8
1868-69.....	18,043	16,968	93.9
1869-70.....	19,028	17,807	93.2

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending July 31, 1870.

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1860-61.....	13,826	11,825	88.7
1861-62.....	13,262	11,556	87.1
1862-63.....	12,971	11,412	89.4
1863-64.....	12,713	11,325	87.5
1864-65.....	12,440	11,179	89.1
1865-66.....	12,553	11,488	90.8
1866-67.....	12,405	11,393	91.1
1867-68.....	14,885	13,060	89.8
1868-69.....	14,884	13,101	90.4
1869-70.....	14,789	13,880	90.4

The following Table shows the number of PRIMARY SCHOOLS, the average number and the average attendance to a school, for ten years, ending July 31, 1870.

YEARS.	Schools and Teachers.	Average No. to a School.	Aver. Attendance to a School.
1860-61.....	250	53.0	47.0
1861-62.....	250	53.0	46.0
1862-63.....	264	51.0	45.0
1863-64.....	254	50.0	44.5
1864-65.....	257	48.4	43.5
1865-66.....	256	49.0	44.7
1866-67.....	259	47.8	43.0
1867-68.....	808	47.4	43.1
1868-69.....	807	46.8	42.6
1869-70.....	823	45.9	41.2

SCHOOL CENSUS.

Table showing the number of Children in each Ward between five and fifteen years of age, and the number at school, May, 1870, as reported by the census taker.

WARDS.	Children between 5 and 15.	Attending Public schools.	Attending Private schools.
1	4,938	3,729	608
2	5,026	8,895	433
3	2,335	1,742	802
4	1,012	710	285
	2,440	2,284	85
6	1,598	1,049	822
7	6,312	4,758	788
8	1,489	1,166	144
9	,071	1,745	227
10	2,314	1,815	218
11	2,470	1,672	491
12	4,099	3,180	369
13	1,914	1,596	98
14	2,274	1,656	328
15	3,409	2,739	141
16	2,046	1,661	186
Deer Island,	459	459	....
Thompson's Island	100	100	....
Total,	46,801	35,997	4,970

ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last seventeen financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July 31.

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate pr. Scholar.
1853-44...	22,528	\$192,704 05	8.55	\$57,960 46	2.57	11.12
1854-55...	23,489	222,970 41	9.51	62,350 50	2.66	12.17
1855-56...	23,749	224,026 22	9.48	67,380 06	2.84	12.27
1856-57...	24,281	225,780 57	9.82	72,087 71	2.97	12.29
1857-58...	24,732	258,445 84	10.45	96,849 27	3.51	13.96
1858-59...	25,458	268,668 27	10.56	86,098 21	3.38	13.94
1859-60...	25,828	277,688 46	10.96	95,985 15	3.79	14.75
1860-61...	26,488	286,835 93	10.82	111,446 81	4.21	15.08
1861-62...	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63...	27,951	310,632 43	11.50	115,641 97	4.27	15.77
1863-64...	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65...	27,995	372,480 84	13.74	180,734 00	6.57	20.41
1865-66...	27,723	408,300 82	14.54	172,520 76	6.22	20.77
1866-67...	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68...	32,885	548,615 90	16.68	224,090 51	6.81	28.49
1868-69...	33,535	719,628 04	21.45	263,048 96	7.84	29.29
1869-70...	35,164	720,960 65	20.50	226,451 95	7.57	28.07

TOTAL EXPENDITURES.

Table showing the net TOTAL expenses of the City, for Education, for seventeen years, from May 1, 1853, to April 30, 1870, inclusive.

Financial Year.	Salaries of Teachers.	Ircidental Expenses.	Cost of School-houses.	Total Expenditure.
1853-54.....	\$192,704 05	\$57,960 46	\$22,587 24	\$278,251 75
1854-55.....	222,970 41	62,350 50	108,814 78	389,185 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,189 08
1856-57.....	225,780 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 98	111,446 81	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,800 82	172,520 76	200,582 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	268,048 96	846,610 78	1,829,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46

CLASSIFICATION OF THE PUPILS IN THE GRAMMAR SCHOOLS IN
DETAIL (DOECHESTER EXCLUDED), FEBRUARY 1, 1870.

ADAMS SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
R. C. Metcalf }	1 & 2	1 & 2	..	39	39	14	9
J. S. Tower }	1 & 2	1 & 2	47	..	47	14	5
F. F. Freble.....	3	1 & 2	44	..	44	12	3
M. L. Harris.....	3	1 & 2	..	48	48	13	5
M. E. Webb.....	6	2	21	25	46	9	6
L. A. Wiggin.....	3	1 & 2	43	..	43	12	9
S. M. Boyd.....	4	1 & 2	..	45	45	12	6
Clara Robbins.....	5	1 & 2	..	40	40	11	6
S. J. D'Arcy.....	4	1 & 2	54	..	54	11	6
E. Chickering.....	5	1 & 2	..	..	..	12	2
L. F. Gardner.....	6	1	..	42	42	10	8
M. M. Morse.....	6	1	46	..	46	10	8
E. M. Robbins.....	6	2	45	..	45	10	3
Clara Doane.....							
Lucy H. Cobb, Sewing Teacher.							

BIGELOW SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
T. N. Barnes }	1	1	42	..	42	14	3
Fred O. Ellis }	2	1	53	..	53	18	6
Leander Waterman.....	3	1	53	..	53	18	8
Clara E. Farrington.....	3	1	52	..	52	18	7
Amelia B. Coe.....	4	1	56	..	56	12	..
Mary Nichols.....	4	1	57	..	57	12	3
Eliza B. Haskell.....	5	1	56	..	56	12	7
Ellen Coe.....	5	1	57	..	57	12	10
Henrietta L. Dwyer.....	5	2	57	..	57	19	..
Lucinda P. Bowley.....	5	2	60	..	60	10	4
Mary L. Lufkin.....	6	1	60	..	60	10	6
Celinda Leaver.....	6	1	56	..	56	10	6
Lucy P. Bartlett.....	6	2	58	..	58	10	5
Margaret E. Sharp.....	6	2	55	..	55	9	5
Mary C. Babcock.....	6	2	40	..	40	9	11

BOWDITCH SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
Alfred H. Wins }	1	1	..	31	31	14	5
Frances R. Honey }	1	1	..	36	36	14	1
Edith Adams.....	2	1	..	86	42	13	5
Sarah E. Daley.....	2	2	..	42	46	12	6
Susan H. Thaxter.....	3	2	..	46	46	12	8
Caroline L. Badger.....	3	1	..	46	46	12	8
Ellen McKendry.....	4	1	..	34	34	11	11
Mary M. T. Foley.....	4	2	..	37	37	11	9
Mary E. Nichols.....	5	1	..	40	40	11	7
Caroline W. Marshall.....	5	1	..	42	42	11	10
Ellen M. S. Treadwell.....	5	2	..	38	38	11	1
Carolyn E. Jennison.....	5	2	..	41	41	11	
Annie B. Thompson.....	6	1	..	47	47	10	5
Margaret E. Sheehan.....	6	1	..	45	45	10	4
Clarinda R. F. Treadwell.....	6	2	..	45	45	10	7
Sarah A. Pope.....	6	3	..	46	46	9	10
Eliza M. L. Evert.....	6	3	..	35	35	9	4
H. Isabella Hopkins.....	Irregular classification.		..	21	21	12	9
			672	672			

BOWDOIN SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
D. C. Brown }	1	1	..	47	..	15	3
S. J. Mills }	1	1	..	40	..	14	9
Mary Young.....	2	1	..	48	..	14	2
S. O. Brickett.....	2	2	..	52	..	13	1
E. G. Wetherbee.....	3	1	..	45	..	12	8
S. B. Horr.....	3	2	..	44	..	12	
E. A. Fay.....	4	1	..	48	..	11	4
I. W. Wentworth.....	4	2	..	47	..	11	7
M. A. Palmer.....	5	1	..	45	..	10	2
L. C. Gould.....	5	2	..	44	..	10	8
M. F. Grant.....	6	1	..	56	..	10	7
S. F. Perry	6	2	..	..	..	10	..

BOYLSTON SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
John Jameson	3 & 4	2 & 1	55	..	55	12	9
Henry H. Kimball }							
Mary L. Holland.....	4 & 5	2 & 1	56	..	56	11	8
Mary H. Cushman.....	5 & 6	2 & 1	56	..	56	11	4
Emily S. Hutchins	6	2 & 3	49	..	49	10	2
Bridget A. Foley.....	6	4 & 5	46	..	46	9	5
Mary A. Davis.....	3 & 4	2 & 1	..	89	89	18	6
.....	4 & 5	2 & 1	..	46	46	12	6
Jane M. Bullard.....	5 & 6	2 & 1	..	47	47	11	4
Eliza J. Dyer.....	6	2 & 3	..	50	50	10	4
L. Ella Bacon.....	6	4 & 5	..	43	43	9	4

BRIMMER SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
J. Bates	1	1	42	..	42	14	8
Rebecca L. Duncan }	1	1	42	..	42	14	8
E. B. Young.....	2	1	50	..	50	14	2
J. O. Norris.....	3	1	46	..	46	18	10
A. D. Hawkes.....	3	2	41	..	41	18	7
K. C. Martin.....	3	3	50	..	50	12	4
M. T. Snow.....	4	1	48	..	48	12	8.5
L. W. Bird.....	4	2	48	..	48	11	3
A. Snow.....	4	3	40	..	40	12	9
A. P. James.....	5	1	47	..	47	11	10
C. J. Spalding.....	5	2	42	..	42	10	3
M. A. Davie.....	5	3	47	..	47	10	9
S. J. March.....	6	1	36	..	36	10	9
H. L. Dodge.....	6	2	34	..	34	10	8
A. F. Gifford.....	6	3	46	..	46	9	8
A. M. Chambers.....	6	4	47	..	47	9	9

CHAPMAN SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Geo. R. Marble }	1 & 2	1 & 1	..	17-28	40	14	9-4
M. E. Allen }							
O. W. Dimick.....	1 & 2	1 & 2	21-23	..	44	13	8
S. T. Synett.....	3	1 & 2	58	..	58	18	4
S. A. Henshaw.....	4	1 & 2	64	..	64	12	1
A. A. Cooke.....	5	1 & 2	58	..	58	11	6
M. D. Kimball.....	6	1 & 2	55	..	55	10	2
S. F. Tenney.....	3	1 & 2	..	50	50	13	7
J. F. Reid.....	4	1 & 2	..	59	59	12	4
A. A. Spencer.....	5	1 & 2	..	52	52	11	4
P. Wright.....	6	1 & 2	10	39	49	10	9-10

COMINS SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	Sum of the Ages.
			Boys.	Girls.	Total.		
D. W. Jones.....	1	1	..	24	24	15 0	860 1
A. H. Shurtliff.....	2	1	..	23	23	14 6	834 2
Alfred Bunker	1	1	22	..	22	14 6	319 0
	2	1	22	..	22	14 7	321 2
E. W. Young.....	3	1	..	55	55	13 7	747 10
Chamberline.....	4	1	..	49	49	12 6	612 0
F. E. Tilton.....	3	1	54	..	54	13 1	707 2
S. R. Bonney.....	6	1	..	56	56	10 10	606 8
J. Bonny.....	6	2	..	52	52	10 6	545 5
E. C. Fisher.....	4	1	61	..	61	12 8	775 0
J. A. C. Gray.....	6	2	64	..	64	10 4	652 7
A. May.....	5	2	..	57	57	11 2	661 9
C. K. Nickerson.....	5	1	57	..	57	12 0	685 10
E. J. Page.....	6	1	58	..	58	11 0	600 6
E. C. Towle.....	5	2	58	..	58	11 6	680 11
C. P. William.....	5	1	..	54	54	12 2	658 7
D. O. Walt.....	Ungraded.		18	12	25	12 0	302 0

DEARBORN SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
William H. Long }	1	1	..	88	88	14	9
L. Anna Dudley }							
Harlan P. Gage.....	1	1	89	..	89	14	11
Harriet E. Burrill.....	2	1	..	47	47	14	1
Philena W. Rounseville..	2	1	48	..	48	13	8
M. Adelaide Spinney.....	3	1	..	46	46	13	4
Sarah S. Adams	3	1	46	..	46	13	..
Sarah H. Hosmer.....	4	1	..	48	48	12	6
Frances L. Bredeeen.....	4	1	57	..	57	12	..
Anne M. Backup.....	5	1	..	54	54	12	..
Helen F. Crawford	5	1	55	..	55	11	5
Mary C. Bartlett.....	6	1	..	47	47	11	..
Lizzie M. Wood	6	1	64	..	64	11	..
Phebe H. Simpson.....	6	2	..	62	62	11	..
Louise D. Gage.....	6	2	55	..	55	9	5

DWIGHT SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
James A. Page }	1	1	46	..	..	14	8
Anna B. Thompson }	2	1	49	..	..	14	6
Rodney G. Chase.....	2	1	49	..	..	14	3
Silas H. Haskell.....	3	1	54	..	..	12	11
Martha E. Pritchard.....	3	2	45	..	..	12	11
Mary C. R. Towle.....	4	1	54	..	..	12	5
Laura A. Pendleton.....	4	2	51	..	..	12	3
Mary E. Trow.....	5	1	50	..	..	11	11
Elizabeth J. Kelly.....	5	2	49	..	..	11	5
S. Flora Chandler.....	5	3	42	..	..	11	3
Caroline E. Jones.....	6	1	44	..	..	10	3
Amelia M. Hinckley.....	6	2	49	..	..	10	11
Margaret P. Kelly	6	3	51	..	..	9	2

DUDLEY SCHOOL.

Names of Teachers.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
S. J. Baker.....	1	1	..	19	19	14	7
E. A. Pickering.....	1	1	..	22	22	14	8
J. S. Leavitt.....	2	1 & 2	..	51	51	13	6
M. C. Whippley.....	3	1 & 2	..	50	50	12	10
S. M. Wheeler.....	4	1 & 2	..	46	46	11	10
E. Brown	5	1 & 2	..	50	50	11	4
M. L. Gore.....	6	1	..	57	57	10	7
S. H. Blaisdell.....	6	2	..	57	57	10	8

ELIOT SCHOOL.

Names of Teachers.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Samuel W. Mason }	1	1	41	..	41	14	2
Frances M. Dodge }	1	1	51	..	51	13	8
Walter H. Newell.....	2	1	50	..	50	13	..
George K. Daniell, Jr.....	2	2	49	..	49	12	5
Adolin M. Steele.....	3	1	49	..	49	12	5
Elizabeth M. Turner.....	3	2	49	..	49	12	5
O. Augusta Welch.....	4	1	53	..	53	11	8
Kate L. Dodge.....	4	2	55	..	55	11	10
Mary Heaton.....	5	1	50	..	50	11	2
Georgiana D. Russell.....	5	1	49	..	49	11	3
Clara Winning.....	5	2	49	..	49	10	8
Hannah M. Pembroke.....	5	2	43	..	43	10	4
Emily F. Marshall.....	6	1	52	..	52	10	7
Lydia K. Potter.....	6	1	45	..	45	10	9
Mary A. E. Sargent.....	6	2	52	..	52	10	..
Adelaide E. Badger.....	6	2	47	..	47	10	..

EVERETT SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
G. B. Hyde }	1	1	..	50	50	15	6
M. E. Johnson }							
M. F. Thompson	2	1	..	53	53	14	6
J. M. Bullard.....	2	2	..	48	48	14	1
A. C. Ellis.....	3	1	..	45	45	14	0
M. S. Whitney	3	2	..	50	50	13	5
S. S. Foster.....	4	1	..	51	51	13	1
E. L. Tolman.....	4	2	..	55	55	12	11
A. C. Haslett	4	3	..	47	47	12	6
M. A. Gavett.....	5	1	..	54	54	12	1
E. M. Keller.....	5	2	..	55	55	11	8
L. M. Alline.....	5	3	..	53	53	11	4
C. Nelson.....	6	1	..	60	60	11	1
M. T. Bunton.....	6	2	..	58	58	10	5
S. W. Pollard	6	3	..	58	58	9	5

FRANKLIN SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Granville B. Putnam }	1	1	..	39	39	15	5
Anelia B. Hopkins }							
Sarah P. Mitchell	2	1	..	44	44	15	2
Mary L. Masters	2	2	..	46	46	13	11
Eliz. J. Brown	3	1	..	40	40	14	1
Mary J. Burge	3	2	..	28	28	13	7
Isabella M. Harmon	4	1	..	36	36	13	
Lizzie S. Maynard	4	2	..	36	36	12	4
Sarah D. Hamblin	5	1	..	37	37	12	1
P. Catharine Bradford ..	5	2	..	39	39	11	4
Sarah A. Gale	5	3	..	37	37	11	1
Catharine T. Simonds....	6	1	..	40	40	11	3
Caroline A. Mason	6	2	..	40	40	11	2
Mary A. Mitchell	6	3	..	50	50	10	6
Annie E. Parker.....	6	4	..	52	52	9	9

HANCOCK SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
McLaurin F. Cooke }	1	1	..	33	33	14	5
Mary C. Nichols }	2	1	..	41	41	13	9
Ellen C. Sawtelle	3	1	..	46	46	12	8
Alicia H. Gilley	3	2	..	45	45	13	1
Amy E. Bradford	3	3	..	52	52	12	7
Helen M. Hitchings	3	4	..	54	54	12	6
Josephine M. Robertson	4	1	..	41	41	11	3
Emily F. Fessenden	4	2	..	46	46	11	10
Ellen A. Hunt	4	3	..	47	47	11	3
Emilia F. Siesbüttel	4	4	..	46	46	11	9
Mary E. Skinner	5	1	..	52	52	10	10
Martha F. Winning	5	2	..	51	51	10	6
Helen H. Cheney	5	3	..	52	52	10	6
Sophia L. Sherman	5	4	..	51	51	10	4
Henrietta L. Pierce	6	1	..	59	59	9	11
Marie L. Macomber	6	2	..	61	61	10	1
Achsah Barnes	6	3	..	56	56	9	1
O. M. Lizzie Rowe	6	4	..	55	55	9	9
Annie E. Caldwell							

LAWRENCE SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Larkin Dunton }	1	..	48	..	..	14	4
Amos M. Leonard }	2	..	54	..	..	13	9
Clarence C. Buck	3	..	52	..	..	13	0
Alice Cooper	3	..	53	..	..	13	0
Mary J. Fennelly	4	1	54	..	..	12	8
N. A. Bragdon	4	2	53	..	..	12	9
M. S. Damon	4	1	39	..	..	11	7
M. R. Merrill	4	2	47	..	..	11	6
M. Holmes	5	1	42	..	..	11	8
M. A. Gleason	5	2	36	..	..	10	9
M. A. Moody	5	1	49	..	..	10	7
A. L. Cushman	5	2	46	..	..	10	9
C. M. Lynch	5	2	47	..	..	10	6
E. P. Hall	6	1	48	..	..	10	9
M. E. Stubbs	6	1	57	..	..	9	8
L. Hurlbutt	6	2	56	..	..	9	7
M. L. Gillette	6	2	..				

LEWIS SCHOOL.

NAMES OF TEACHERS.	CLASS.	DIVISION.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
W. L. P. Boardman }	1	1	..	82	82	15	6
Sarah E. Fisher }	1 & 2	..	85	..	85	15	..
Silas C. Stone.....	2 & 3	..	..	50	50	18	8
Lizzie S. Morse.....	2 & 3	..	48	..	48	13	7
Eunice C. Atwood.....	4	1 & 2	..	51	51	12	..
Emily B. Elliot.....	4	1 & 2	51	..	51	12	6
Louisa J. Hovey.....	5	1 & 2	..	48	43	11	8
Henrietta M. Young.....	5	1 & 2	52	..	52	10	11
Maria B. Clapp.....	6	1 & 2	..	35	35	9	11
Maria L. Miller.....	6	1 & 2	40	..	40	10	..
Martha C. Ferry.....	6	1 & 2	..	..	..	..	..

LINCOLN SCHOOL.

NAMES OF TEACHERS.	CLASS.	DIVISION.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
C. Goodwin Clark }	1	1	50	..	50	14	7
A. G. Ham }	1	1	..	42	42	14	9
Emma C. Adams.....	2	1	54	..	54	18	1
Mary E. Balch.....	2	1	..	45	45	13	3
E. L. Pendleton.....	3	1	51	..	51	12	1
M. J. Stewart.....	3	1	..	46	46	12	6
Clara S. Nye.....	4	1	54	..	54	12	3
V. J. Comey.....	4	1	..	51	51	11	8
M. S. Butterfield.....	5	1 & 2	56	..	56	11	7
E. F. Willett.....	5	1 & 2	..	59	59	11	6
H. E. Marcy.....	5	1 & 2	..	50	50	10	2
Abby M. Holder.....	6	1 & 2	52	..	52	9	8
M. A. Patterson.....	6	2	51	..	51	9	4
E. R. Wyman.....	6	1 & 2	..	56	56	..	..
Susan Carty.....	6	1 & 2	..	..	..	..	..

LYMAN SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
H. H. Lincoln.....	1	..	..	15	15	14	10
J. G. Dearborn.....	1	1 & 2	38	..	38	18	..
C. Lothrop.....	2	..	..	16	16	13	9
E. F. Russell.....	2	1 & 2	49	..	49	13	..
M. A. Turner.....	5 & 2	4	..	46	46	12	..
S. J. Adams.....	5	1 & 2	54	..	54	10	5
L. J. Lothrop.....	8 & 1	4	..	39	39	12	9
E. P. Morey.....	6	1 & 2	60	..	60	10	6
A. J. Pittman.....	6	1 & 2	..	56	56	9	11
M. P. E. Tewksbury.....	3	1 & 2	52	..	52	12	6
H. N. Webster	4	1 & 2	51	..	51	12	..

MAYHEW SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
Samuel Swan }.....	1	1	88	..	88	14	..
Emily A. Moulton }.....	1	2	89	..	89	18	5
Q. E. Dickerman.....	1	2	45	..	45	12	10
G. W. M. Hall.....	2	1	44	..	44	12	11
Elizabeth F. Hopkins	3	1	47	..	47	12	4
Adeline F. Cutter.....	4	1	44	..	44	11	6
Sarah W. I. Copeland.....	5	1	45	..	45	11	9
Alicia O. Quimby.....	5	2	42	..	42	11	1
Elizabeth L. West.....	5	3	48	..	48	10	11
Alice A. Tufts.....	6	1	48	..	48	11	7
Helen M. Coolidge.....	6	2	48	..	48	10	9
Luciette A. Wentworth.....	6	3	48	..	48	9	6
Clara J. Simonds	6	4	40	..	40		

NORCROSS SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Josiah A. Stearns { ..	1	..	..	89	89	14	6
Martha A. Thompson { ..	2	..	..	49	49	18	5
Jennie P. Thompson	3	1 & 2	..	58	58	13	2
M. M. Nelson	3	1 & 2	..	58	58	12	11
Mary N. Moses	4	1 & 2	..	58	58	11	11
Sarah A. Gallagher	4	1 & 2	..	58	58	11	10
Amanda Marble	5	1 & 2	..	58	58	11	2
Sarah B. Abbott	5	1 & 2	..	52	52	11	..
Mary Kyle	5	1 & 2	..	57	57	11	6
Miranda A. Bolkcom	6	1 & 2	..	57	57	10	..
Juliette Wyman	6	1 & 2	..	60	60	10	4
Juliette Smith	6	1 & 2	..	58	58	10	..
Harriet E. Johnson	6	1 & 2	..	58	58	10	..

PHILLIPS SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
J. Hovey { ..	1	..	48	..	48	14	1
Annie E. Friend { ..	2	..	52	..	52	18	9
E. N. Marston	3	1	47	..	47	18	11
W. W. Spaulding	3	2	51	..	51	12	7
L. M. Porter	3	3	48	..	48	18	0
E. M. Harrington	3	1	50	..	50	11	5
G. A. Munroe	4	2	51	..	51	10	8
N. M. Sutton	4	1	50	..	50	11	5
E. F. Ball	5	2	50	..	50	10	4
V. M. Goss	5	1	45	..	45	9	10
A. Davis	6	2	48	..	48	9	7
G. M. Moore	6	1	40	..	40	11	7
A. M. Wight	6	3	40	..	40	11	7

PRESCOTT SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Jas. F. Blackinton.....	1	..	..	18	18	15	4
Jas. W. Webster	1 & 2	..	26	..	26	13	8
E. R. Drowne	2	..	..	19	19	14	..
Julia A. Sears	3	..	..	44	44	18	11
Louise S. Hotchkiss.....	3	..	51	..	51	12	9
Bernice A. DeMerritt.....	4	..	..	45	45	12	11
Frances H. Turner.....	4	..	47	..	47	12	4
Ellenette Pillsbury.....	5	..	..	45	45	12	6
Harriett N. Weed.....	5	..	47	..	47	11	9
Mary D. Day.....	6	..	..	42	42	11	1
Carrie B. Bigelow	6	..	51	..	51	11	..
Anna G. DeSilva.....	6	..	56	..	55	10	..
Lucy E. David.....	6	..	24	35	59	10	..

QUINCY SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	Mths.
Charles E. Valentine }	1	1	47	..	47	13	11
Annie M. Lund	1	1	..	..	..	..	..
E. Frank Wood.....	2	1	54	..	54	18	1
Henry C. Bullard	3	1	55	..	55	18	3
Olive M. Page.....	3	2	52	..	52	12	7
Emily J. Tucker.....	1	1	..	..	..	..	..
Jane B. Furber.....	4	1	54	..	54	11	9
Louisa F. Monroe.....	4	2	50	..	50	11	10
Josephine M. Hanna.....	4	3	55	..	55	11	6
Mary E. Fogarty	5	1	55	..	55	11	6
Della A. Varney.....	5	2	49	..	49	11	..
Carrie F. Welsh	5	3	55	..	55	10	9
Nellie J. Frost.....	6	1	55	..	55	10	..
Charlotte L. Wheelwright	6	2	57	..	57	10	4
Emily B. Peck.....	6	3	55	..	55	9	5
Ellen G. O'Leary.....	6	4	50	..	50	9	9

RICE SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M ^r ths.
L. A. Wheelock }	1	1	44	..	44	14	3
F. Gray }							
E. Southworth.....	2	1	50	..	50	13	9
C. F. Kimball.....	3	1	58	..	58	13	1
H. D. Hinckley.....	4	1	52	..	52	12	9
E. M. Simonds.....	4	2	59	..	59	12	2
C. M. Simonds.....	5	1	47	..	47	11	4
F. Marshall.....	5	2	51	..	51	10	3
Vacancy	5	3	58	..	58	11	1
H. Jenkins	6	1	56	..	56	10	10
E. T. Gould	6	2	61	..	61	10	2
H. W. Leatherbee	6	3	60	..	60	9	8

SHURTLEFF SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M ^r ths.
H. C. Hardon }	1	1	..	40	40	14	9
A. H. Penniman }							
E. E. Morse.....	2	1	..	47	47	14	2
L. B. Pendleton.....	3	1	..	56	56	13	3
E. L. Tolman.....	3	1	..	51	51	12	9
M. E. Morse.....	4	1	..	48	48	12	6
S. L. Garrett.....	4	1	..	47	47	12	1
R. N. Blanchard.....	5	1	..	52	52	11	..
A. S. Hammond.....	5	1	..	54	54	11	4
Julia Clapp.....	6	1	..	42	42	10	8
M. E. Frye.....	6	1	..	48	48	9	10
H. S. Howes	6	2	..	41	41	10	1

WASHINGTON SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
L. M. Chase {	1	1	28	..	28	14	11
A. M. Williams }							
C. W. Hill.....	2	2	39	..	39	13	8
H. E. Davenport.....	3	3	39	..	39	13	1
M. E. Johnson.....	4	4	43	..	43	12	9
L. H. Bowman.....	5	5	48	..	48	11	9
M. W. Pond.....	5	6	47	..	47	11	4
H. A. Lewis.....	6	7	54	..	54	11	5
L. L. Burgess.....	6	8	43	..	43	10	8
F. McDonald.....	6	9	36	..	36	10	5

WELLS SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
Reuben Swan {	1	..	..	88	..	15	4
J. Sparrell }							
M. S. Carter.....	2	..	..	47	..	14	1
E. A. Baker.....	3	..	..	39	..	13	8
A. I. Boutwell.....	4	1	..	48	..	13	5
M. T. Locke.....	4	2	..	49	..	13	..
M. L. Dowdell.....	5	1	..	42	..	11	11
M. M. Perry.....	5	2	..	52	..	11	5
E. P. Winning.....	6	1	..	48	..	11	5
E. M. Brown.....	6	2	..	45	..	10	11
M. A. Gerry.....	6	3	..	45	..	9	8

WINTHROP SCHOOL.

NAMES OF TEACHERS.	Class.	Division.	Number Belonging.			Average Age.	
			Boys.	Girls.	Total.	Years.	M'ths.
Robert Swan.....	1	1	..	44	44	15	5
Miss Ladd.....	2	1	..	38	38	15	5
R. R. Joslin.....	2	2	..	56	56	14	..
Almira Seymour.....	3	1	..	51	51	14	..
Maria L. S. Ogden	3	2	..	47	47	18	1½
Ella L. Bird	4	1	..	47	47	12	7
Mary F. Light	4	2	..	52	52	12	4
Elizabeth S. Emmons.....	4	..	..	37	37	14	..
Mary E. Davis.....	5	1	..	48	48	12	1
Emma K. Valentine.....	5	2	..	50	50	11	10
Mary J. Danforth	5	3	..	58	58	11	4
Emma V. Flagg.....	6	1	..	58	58	10	10
Caroline Nolen	6	2	..	54	54	10	8
Maria L. Barney.....	6	3	..	54	54	11	..
Mary C. Jones.....	6	4	..	50	50	10	9
Mary E. Barstow.....	6	5	..	49	49	10	4

ADDRESS OF HON. NATHANIEL B. SHURTEFF
TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS AT THE CLOSE OF THE MUNICIPAL YEAR.

AT a meeting of the School Committee, held on the fourth of January, 1870, on motion of Alvan Simonds, Esq., —

Resolved, That the thanks of this Board be presented to His Honor Mayor Shurtleff, for the faithful, dignified and impartial manner in which he has presided over this Board during the past year.

The question was put by the Secretary, and the order was adopted unanimously, the members rising and standing in their places. The President made suitable response, after which, on motion of Mr. Hunt, it was voted that the President be requested to furnish a copy of his address, to be embodied in the School Report for 1870.

In response to the resolution, His Honor the Mayor spoke as follows: —

Gentlemen of the School Committee: I return you my most sincere thanks for the kind expressions contained in the vote which you have just passed. Most fully do I appreciate the compliment contained in its sentiments, as emanating from a body of men with whom I have been associated a long time in promoting the interests of good learning and the dissemination of a thorough rudimentary education among all

classes of our fellow-citizens. I consider the sentiment although offered by you, to be equally applicable to yourselves, for without the courtesy and forbearance which you have ever exhibited to me, and which always encourages and supports a presiding officer, I should have been rather a subject for your chiding than for any complimentary allusions.

The meetings of the School Board have been characterized during the past year by the good feeling and harmony that have prevailed at all times among the members, and by the absence of all captious and angry debates. Promptness of action and fidelity of purpose have ever marked your deliberations; and there has been observable in your relations to each other, and to the public, a universal kindness, and a desire to perform your duties acceptably and well for the promotion of the great interests which have been intrusted to your care, as the guardians in learning of the children who are so soon to be the men and women of Boston. I assure you, your efforts for the common good of the young people of our city are recognized as they should be, and justly appreciated by a people fully aware of the importance of your services.

No school year will exhibit greater or more notable results than will this which will be terminated this day. The means for accomplishing a good, liberal education have been more ample than for any previous year in our history: more schools have been established and school-houses built than ever before within a twelvemonth's time. The city has been

liberal in the dispensation of resources, and you have been judicious in the expenditures. Between the City Council and this body there has been a remarkable harmony of feeling, with a co-operation in action, that has conducted much to bring about results, which all who have an interest in our schools and in general education, most willingly acknowledge and sincerely admire.

This meeting, gentlemen, has, as the last of the year, a mixture of pleasing and sad considerations,—pleasing, because so many of us will renew our agreeable duties with our associates for another year,—and sad, inasmuch as many of the valuable members of the Board with whom we have met in council and labor so many years will retire with their laurels. The absence of the familiar faces of these last from the scenes which have been so much benefited by their presence will indeed be to us all a subject of the greatest regret. These, our old associates, leave us to-day, having achieved an honorable reputation, and their fair fame will ever be remembered with respect and affection, while they are performing equally valuable service in other fields of usefulness.

And now, gentlemen, on parting, let me again extend to you my most cordial thanks and sincere gratitude for the kindness and courtesy which you have at all times extended to me as your presiding officer. It has been my most earnest endeavor, whether accomplished or not, to make your labors easy, and your intercourse at the Board pleasant. If I have succeeded in any degree in these efforts,

it will be of the greatest satisfaction to me: and I assure those whose presence I shall greet during the year that is to follow, that it shall be my greatest desire to promote their comfort in all their works. To those who leave us for other duties, and whom it will ever be a pleasure to meet, I bid a most affectionate farewell. May their lives be lengthened to good old age, and be blessed with a full share of prosperity and happiness: and may our Heavenly Father lengthen out their days, and crown them with honors! I thank you all for your personal consideration, and trust that your future will be all that your most ardent wishes can desire.

ANNUAL SCHOOL FESTIVAL.

THE Annual School Festival was held in Music Hall, on the afternoon of Tuesday, the nineteenth of July, under the direction of the following Special Committee, appointed for the purpose:—

William R. Alger, John A. Lamson, George D. Ricker, Charles Hutchins, William H. Learnard, jr., Henry S. Washburn, James Morse, Christopher A. Connor, William H. Baldwin, H. P. Shattuck, George M. Hobbs, Moody Merrill, and William Pope.

Invitations were extended to the City Council and heads of departments, the School Committee, all the teachers of the public schools, the medal scholars, and all the pupils of the High and Grammar schools who had received the graduating diploma at the recent exhibitions. State officials and distinguished citizens were also present as guests.

By the skilful hand of Mr. William Doogue, the florist, the hall was made very attractive, the platform specially so, with its border of great hot-house plants, and its huge triangles and rustic urns, containing the 1,058 bouquets which were afterwards given to the scholars. On the face of the balconies were heavy festoons of kalmia, and large floral baskets hung from each gas-fixture.

The Germania Orchestra occupied a place upon

the platform, and enlivened the occasion with some of their best music.

The children, to the number of about one thousand, occupied seats in the two balconies. The adults occupied the floor of the hall, from which the seats had been removed.

In the absence of the chairman, Mr. Learnard presided in a very happy manner.

Prayer was offered by Rev. Joel S. Bingham, D.D., of the Maverick Church, East Boston. After a brief period occupied in addresses by the Chairman, and Hon. D. H. Mason, of the State Board of Education, and Mayor Shurtleff, interspersed with music, the graduates of each school, headed by their master, were marched over the platform, where they were individually introduced to the Mayor, who placed in their hands the bouquets which had been provided for them. At the conclusion of this ceremony, the pupils passed to Bumstead Hall, where a bountiful collation was served to them by their masters; the adults, in the mean time, refreshing themselves with a fine spread in the main hall.

After the collation, the floor of the hall was given up to the pupils and their friends, for promenading and dancing.

REMARKS OF MR. W. H. LEARNARD, JR.

Mr. Learnard said that he was called upon to preside in the place of the gentleman, Rev. Wm. R. Alger, who it was expected would be present and officiate. He regretted exceedingly his absence

from the city, as he knew it must be a disappointment to the audience not to listen to his charming eloquence and his beautiful sentiment. He could only hope, therefore, merely to direct the exercises.

They had met to celebrate another festival of the public schools of the city of Boston. It might not be known to many that the festival has a history which reaches far into the past,—as long ago as when Benjamin Franklin, an illustrious son of Boston, left a legacy to his native city, the interest of which was to be expended in silver medals awarded to boys who were deserving graduates of the public schools. The Selectmen and the School Committee of Boston celebrated then an annual festival in Faneuil Hall. To that festival only boys were invited; in fact, at its commencement, schools for girls had hardly an existence in this goodly city. From early in this century down to 1841, with scarcely an exception, the annual festivals of the schools of this city were celebrated in Faneuil Hall; but in that year the School Committee made a change in the programme, ignoring the annual dinner which had been given to the boys, and a new feature was introduced. They provided a festival and a collation, to which they invited the ladies as well who graduated from the public schools. This was considered at that time a great improvement. This feature was continued down to 1858, when the musical department had been perfected so much that its friends thought they might venture upon a successful festival. Of the success of that feature nobody who was

present doubted, and it was continued until 1868 in connection with the literary festival of the schools, when, by vote of the School Committee, a separate musical festival was inaugurated which has proved a complete success.

Mr. Learnard closed with a reference to Mr. Everett, Lord Ellesmere, and other eloquent and distinguished men who had honored former festivals with addresses, and to the honor which such festivals were to Boston.

Mr. Learnard's remarks were loudly applauded when he closed, and after music by the orchestra, Hon. David H. Mason, of the State Board of Education, was presented and delivered an address.

REMARKS OF HON. DAVID H. MASON.

Mr. Mason said that he supposed he spoke in behalf of the citizens of Boston, but still saw little necessity for speech when there were before him 2,000 beaming faces, all testifying to the excellence of the public schools; more than 1,000 teachers, parents, and friends before him all gave evidence in favor of the public schools. He would detain them from their triumphal march but a few moments, but he wished to add a plea for greater art-teaching in our schools. He would have the walls of every school-house in our city hung with the choicest pictures of the old and new masters, and the corners adorned with the choicest products of sculpture which the old world could furnish. [Applause.] He alluded to dancing as an element of the entertainment of the festival,

and declared that he had yet to find a person old enough to tell when the love of dancing died in the human breast. [Applause.] He had learned that some liberal gentlemen intended to adorn the hall of the new Normal School with statues and choice selections from the old world. He hoped it was true, and that the love of art and the teachings of beauty would never be absent from our schools.

At the close of Mr. Mason's remarks, His Honor Mayor Shurtleff was introduced, and delivered an address as follows:—

REMARKS OF MAYOR SHURTLEFF.

Mr. Chairman and Friends: This forenoon closes another school year of profitable study, and of happily accomplished educational work; and most heartily do I join with you all in the congratulations of this very pleasant occasion. The city authorities now meet you — teachers and pupils — for reciprocally rejoicing at the happy and successful termination of the well-spent twelvemonth. Patient and painstaking have been your labors in imparting and receiving sound and healthy instruction, and therefore, while we view with satisfaction the good results of the past, let us also look forward to the promise of the future with an unshaken confidence in their desirable prosperous continuance. The general success of the past year affords all who have an interest in our schools a fitting opportunity to feel grateful for the forethought of our predecessors for founding the institution of free schools, and for

carefully watching and nurturing what they so judiciously commenced. Boston may well fell proud of her institutions of learning, which so freely open their portals to all, both rich and poor, and offer to all who will to come and partake of the richest gifts which humanity can proffer for any to accept. Have we not, then, a just right to set apart this afternoon for the peculiar services of our festival, and to be joyful together in gratitude for the past, and also for the delightful anticipations of the future? I feel most sensibly that we may. Never before in this city, and perhaps not in any other, has so large a number of young persons met together to take leave of their teachers in the usual course of completing their studies. I am told that our public schools graduate this year one thousand and thirty young scholars, many of whom — but not all, I hope — consider their schooling at an end. Of this large number, some, I know, intend to prosecute their studies at the various universities and high institutions of learning; all, I trust, propose, as we wish them, to follow out the precepts that have been so well taught them, and spend the remaining years of their life with honor to themselves, credit to the schools, and usefully for the community.

And now, my young friends, before we part let me enjoin upon you never to forget, whatever may be your future in life, that for the education you have so freely received from the city, you owe a debt of obligation, which nothing but an honest and undefiled life can ever repay. If you hereafter remain

with us, be good citizens, be comforts to our firesides and ornaments to our public walks. Let the lessons which you have been taught sink deep into your minds, keeping them ever in remembrance; and never give cause for your teachers to regret that you have once been a pupil of the Boston Public Schools, and that you have in your possession a diploma of honorable graduation.

One ceremony now alone remains to be performed, of no great consequence in itself, but, I trust, of sufficient significance to be remembered by you in after life. The Committee, in accordance with a pleasant custom, has directed me, in behalf of the School Board, to deliver into the hands of each of you a small tribute of personal regard. Though small the gift, preserve it, each of you, in commemoration of this festival. Perchance the form of the slight testimonial may endure after its beauty and fragrance have entirely departed; and agreeable recollections of the past may be recalled by the faded and withered leaves of what this day truly represents, your youthful life of purity, love, and hope.

R E P O R T
OR
SPECIAL COMMITTEE
ON THE
HIGH-SCHOOL EDUCATION OF BOYS.

AUGUST, 1870.

HIGH SCHOOL EDUCATION FOR BOYS.

IN SCHOOL COMMITTEE, July 12, 1870.

Voted, That the Committee on the subject of the High School Education of Boys in Boston, have leave to report in print.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, Sept. 8, 1868.

Ordered, That a committee of nine be appointed, to consider the subject of establishing an Institution of Learning for graduates of the Grammar Schools, in which both English and Classical studies may be pursued. That said committee shall have public hearings, to which eminent educators shall be invited. That said committee, if they deem it expedient, shall prepare a full and liberal course of study, to be submitted to this Board, which shall include Latin and Greek, one or more modern languages, English Literature, Mathematics, Music and other sciences. That, if the need for such an institution is shown, said committee shall consider the expediency of merging in it the Latin School and the English High School, and of establishing in the new school a special course of study for those who desire to fit for a university education. That in reference to such special class training for the university, said committee shall make inquiry as to the method of teaching the ancient languages in use upon the continent of Europe, as well as in the best English and American schools.

The order was adopted.

The Chair appointed, at the meeting in October, the following as the committee, viz: Messrs. Burroughs, Edward D. G. Palmer, S. K. Lothrop, Merrill of Ward 14, Underwood, Washburn, Shackson, Mason, and Dillaway.

Attest:

BARNARD CAPEN,
Secretary.

IN SCHOOL COMMITTEE, February 9, 1869.

Ordered, That the subject of a new Institution of Learning be taken from the table and referred to a committee of nine.

The Chair appointed as the committee the same gentlemen as were appointed to constitute the committee in October last, viz: Messrs. Burroughs, E. D. G. Palmer, S. K. Lothrop, Merrill of Ward 14, Underwood, Washburn, Shackford, Mason, and Dillaway.

Attest:

BARNARD CAPEN, *Secretary*.

IN SCHOOL COMMITTEE, June 22, 1869.

Ordered, That the committee on a new institution of learning be instructed to present to this Board in print, the remainder of the report of which they have given notice, on or before the thirty-first day of July; and that the report of this committee be made the special order for half-past eight o'clock, at the September meeting of this Board.

Ordered, That the committee carefully examine the High School teaching of boys in Boston; that they be instructed to compare it with that given in other cities, and especially with the plan of the higher schools in the leading cities of France, Switzerland, and Germany.

Ordered, That this committee be hereafter known as the Committee on the High School Education of Boys in Boston.

Attest:

BARNARD CAPEN, *Secretary*.

IN SCHOOL COMMITTEE, March 8, 1870.

Ordered, That the subjects referred, in the year 1868, to a committee on a new Institution of Learning, and in the year 1869, to the Committee on the High School Education of Boys, be referred to a special committee of seven.

The Chair appointed as the committee, Messrs. Washburn, Underwood, S. K. Lothrop, Shackford, Mason, Reynolds, and Monroe.

Attest:

BARNARD CAPEN, *Secretary*.

REPORT.

ROOMS OF THE SCHOOL COMMITTEE,
August, 1870.

The Committee on the High School Education of Boys, in fulfilment of the duties intrusted to them, hereby submit to the Board a new plan of work for the Public Latin School. The system of studies and the organization of the English High School, a second and not less important subject of inquiry, will be considered in a separate and subsequent report. That now offered proposes important changes in the plan of the Latin School; giving to the school a new and higher purpose; and embracing in the range and variety of its studies all that the best schools of our time anywhere offer. It is presented with the more confidence, that it has the assent of every member of the Committee, whatever differences of opinion may have existed among them at the outset.

Every opportunity has been taken to consult professional teachers in this neighborhood, and these gentlemen have given to the proposed alterations their warm approval. The Committee are convinced that the educated mind of New England is ripe for such a change in schools of this class, and they believe that the example thus set in Boston will be promptly followed in every direction, and greatly advance among us the higher interests of education.

The Public Latin School is an old school, endeared to many among us by cherished memories, and, from its long and honorable history, an object of honest pride. It is a matter of deep regret that its prosperity does not keep pace with the development of the city. Indeed, if the boys in this school were taken to represent the whole number in this community destined to receive thorough mental culture, many a small town in New England would show a larger proportion of liberally educated men than the metropolis. The comparison becomes still more discouraging, if we bear in mind the very small number of those attending the school who gain its professed object,—preparation for college study. The statistics of the school for the past fifteen years show that only one-fifth of those who enter it complete its course and proceed to college. For that large majority, therefore, whose opportunity for mental culture ends with this school, a training in which the whole course of study is kept subordinate to this aim of preparation for college,—many important subjects of thought being ignored or but little pursued, in order to meet the requirement of Cambridge in other branches,—is surely eminently unwise.

Argument is not needed to show that the study of antiquity forms to-day as important a part of any plan of general culture as it ever has heretofore. That ordained succession in the development of our race, which we cannot alter,—the familiar fact that the thoughts, customs, and laws of our every-day life have been largely inherited from the earlier nations,

and took their shape ages before our birth,—must forever stamp as imperfect any training which seeks to set aside the great department of human knowledge in question. And, moreover, after full allowance is made for the scepticism now so prevalent as to the real importance of classical learning, as well as for that other tendency, which seeks to put all knowledge to the test of immediate utility, undervaluing any culture whose direct connection with success in life cannot be made evident, all the causes which prevent the full success of the school will not have been stated.

If we except the introduction of a certain amount of French into the Latin School, and some enlargement of the course of geometry, no change in the list of studies has been made for nearly forty years. Within these forty years, nearly everything that makes the great schools of Europe preëminent, had its birth. If we contrast the amount of work accomplished in these schools with that done in our own, the narrow range of studies among us, and the monotony of our teaching, are most strikingly shown. Our boys enter school at twelve years, and leave it at eighteen. The age of boys entering and leaving schools of Europe is the same. The hours of school-work are in many of those schools identical with our own; and are nowhere greatly in excess of our limits.

The foreign boy, when eighteen or nineteen, has completed an ample preliminary education, and comes well prepared to the studies of an industrial

or a professional career; or, it may be, to the more advanced pursuit of science or letters. As to his Latin and Greek, while he has not neglected a most careful study of language, he has, at the age named, been made familiar with the whole range of Greek and Roman literature; has read Horace and Juvenal, Seneca and Tacitus, Lucretius and the Latin Comedies, none the less than Virgil, Ovid, and Cicero; he has studied Demosthenes and Plato, Herodotus, Thucydides, and the Tragedians, as well as his Homer; he has carefully cultivated the literature of his mother tongue; he has learned, beside it, two other modern languages; in many of the schools, and notably in the French, the whole glorious teaching of history, ancient, mediæval, modern, and contemporaneous, has been laid before him, and, skilfully interwoven with it through all the years, the study of geography; he has had a most thorough and extended course of mathematics; in the department of the natural sciences and natural history, mechanics, physics, and elementary chemistry have been carefully taught, and also botany, zoölogy, and the leading facts of geology and astronomy; music, drawing, and gymnastics have, in most schools, been kept up throughout the course.

The boy who leaves our Latin School at eighteen years, finds awaiting him four other years of preliminary work before he can enter upon the special studies of his calling. In Latin, he has read, among the great authors, only Ovid, Virgil, and the orations of Cicero; in Greek, nothing but the Iliad. It would

be a farce to say that he has had any real teaching in English literature, history, mechanics, or any portion of natural history or natural science. Such great facts, even, as those of elementary astronomy, he knows by accident, if he knows them at all. In mathematics his instruction has been notoriously weak. He has been taught no drawing or music, and, if we except his military drill, no gymnastics.

Two objections demand consideration. Desirable as it might be to secure for our boys an ampler education, the changes proposed are, it is urged, out of question, since the Latin School is only a preparatory training school for Harvard College, has enough to do in meeting the requirements of Cambridge, and can accomplish nothing further. In reply to this view of the case, it is enough to say, that the Committee are in many ways assured that nowhere will such an advance in school teaching be more welcome than at Cambridge; that earnest-hearted instructors there consider such a change in schools the first requisite toward a forward movement in the university itself, for the first time enabling it to undertake without embarrassment its own greater work.

The second objection appears at first sight imposing enough. As things now are, it is said, boys are "worked to death." How is it possible to find time for all this additional farrago of learning which you propose? The results of a different system of teaching seen in operation in other schools, the concurrent testimony, written and oral, of a great number of authorities who have been consulted, leave the Com-

mittee no hesitation in replying, that the inability to accomplish a wider and more varied range of instruction, is due, not to any intrinsic difficulty, but solely to the method hitherto pursued, and to the sacrifice of time which that method involves. And here it is proper to say, that the immoderate and unseasonable study of the rationale of grammar, and especially of syntax, should, among the faults to be rooted out, hold the first place.

The Committee, in now bringing forward their plan, wish emphatically to say, that the purpose of this effort is not in any sense to lower or lessen the classical teaching in the Latin School; but, on the contrary, to extend and develop that teaching, to make its range more varied, while we keep its work equally conscientious and thorough. It is idle to say that any man can attain a mastery of a language like the Latin without hard labor. The study can never become easy; it may perhaps be made more attractive. And that a scholar has not only the undoubted right to the fullest knowledge which his teacher can bring before him, but an equally unquestionable claim, that the instruction shall be made no more unattractive in form than the necessities of the case compel it to be, can hardly be matter of question. It is further the judgment of the Committee, in accordance with what they believe to be the general bent of opinion among scholars at this day, that more effort should be made than has hitherto been common among us, to convey to the boy's mind some impression of the authors read, in their spirit and

power; not permitting philological or antiquarian studies, however important, to shut out of sight the charm of the writer's style, or the weight of his thoughts.

But while thus seeking to advance the study of the Greek and Latin classics, the Committee wish also to introduce an extended study of English literature; to add, if possible, thorough teaching of two modern languages; to provide a suitable method of instruction in history and geography. They have been extremely anxious to strengthen and improve the mathematical course; to give some knowledge of the natural sciences, including mechanics and physics; to teach music to a certain extent; drawing, very thoroughly, as the great means of training the eye and the hand; and gymnastics, methodically, throughout the course.

As has been already stated, this amount of work is accomplished and habitually accomplished by the boys of many other cities within the years of study now established at the Latin School. A well-justified pride in our own boys forbids us to hold them inferior to any other in quickness or ability, and the city of Boston will surely see to it, that boys eager to study shall find at home opportunities and encouragement equal to any that can be obtained elsewhere.

A single fact, which has been repeatedly urged upon the attention of the Committee as that most likely to provoke opposition to the new plan, requires to be plainly set forth. The goal placed before these

boys is no easy one to reach. The prize offered is nothing less than the very best preliminary education which modern times can furnish. To gain it, implies steady, hard toil. Beyond the hours allotted for necessary and healthful play, the boy's time must be given up to his school-work. Frivolous and trifling occupations, amusements which take away the necessary hours of repose and the needed time for study, must be wholly set aside. Parents who cannot ensure this sacrifice, must be content to see their sons share the lot of those to whom Providence has denied that fair measure of bodily vigor, without which such mental labor should never be undertaken.

The Committee recommend for the school the arrangement of studies and the apportionment of school-hours which here follows:—

The school-hours of the first or oldest class shall be thirty in each week; those of the second, twenty-nine; those of the third, twenty-eight; and for each of the lower three classes, twenty-seven; exclusive, in all classes above the fifth, of the time assigned to gymnastics and military drill.

By the term "hours" used hereafter in assigning limits for each branch of study, the Committee intend the time given to that department, whether spent in preparing for the allotted exercise or in performing it. In naming the number of hours for each branch, no attempt has been made to assign the studies to the several days of the week: that work properly belonging to the Head-Master and to the Committee of the school.

To Latin ten hours are given in the sixth class; the same number in the fifth; six hours in the fourth; and seven in each remaining year. Greek will begin in the third year, and will have seven hours in that year, and in each year after.

As to the method to be employed in teaching these two languages, the Committee cannot admit that ripe attainments in classical knowledge demand a continuous drill in the rationale of syntax, which, for the earliest years, is of all studies certainly the most irrational. A different plan has for years been pursued in Germany; and no classical scholars in the world surpass those of that country in thoroughness, accuracy, and extent of classical acquirements. The Committee do not propose hereafter to neglect minute and thorough study of language, but only to arrange differently the period at which this work shall be made most prominent, and to keep it always in due subordination to other, at least equally important, ends. Thus it is their desire that the boy who has acquired an elementary knowledge of the paradigms, and familiarity with a few essential facts only in syntax, shall at once begin to read easy sentences in Latin, and to retranslate into Latin sentences which have been rendered into English: that for a considerable period afterward, much time be devoted to translation through a wide range of authors, not neglecting accuracy, but deferring to a later point in his studies the minuter details of syntax, or, if necessary, taking them up at intervals, in some passage expressly set aside for the exercise of parsing.

In the higher classes, when the pupil has acquired a considerable vocabulary, it is believed that he may profit much by spending a portion of his time in reading authors without translation, and in occasionally committing to memory important passages. It is thought a very great evil, that boys who have read Latin for six years, should know no other writers than Ovid, Virgil, and parts of Cicero; and the Committee, while well aware that the management of details must be mainly left to the teacher and the authorized examiners, are prepared to exact that both in Latin and Greek an extended list of authors like that now submitted, shall form the basis of instruction, the more interesting passages of each writer being selected, and effort being made from year to year to cover as wide a range as the authorities of the school find with all diligence possible. In the higher classes, moreover, it may often be found profitable, to excuse a boy from some of his regular duties, in order that he may devote himself to special work, classical or other, for which he has shown special adaptation.

The list of authors is as follows: —

Sixth Class. — Harkness's Latin Grammar; Harkness's Latin Reader; *VIRI ROMÆ*; *PHÆDRUS*, fables.

Fifth Class. — NEPOS; *ELIAN*, Extracts; JUSTIN.

Fourth Class. — *CÆSAR*, B. G., OVID, Metamorphoses; QUINTUS CURTIUS; VIRGIL, *Æneid* I., II. — CICERO, De Amicitia, De Senectute. Greek Grammar, Rudiments; Greek Lessons; XENOPHON, Anabasis begun; LUCIAN, Dialogues; PLUTARCH, one life.

Third Class. — Latin Prosody; VIRGIL, *Æneid* III., IV., V., — Eclogues; CICERO, Archias, Marcellus; SALLUST, Cataline; HOR-

ACE, a few odes; TERENCE, Andria. Adelphi. HOMER, Iliad; ISOCRATES, Panegyric, Athens; PLUTARCH, Morals (one part); LUCIAN, Art of Writing History.

Second Class. — Latin Verses, VIRGIL, *Œneid*, VI., VII., VIII., — Passages from the Georgics; CICERO, Verres, Catiline, Dream of Scipio; HORACE, Odes, Epodes, Epistles; TACITUS, Agricola; LIVY, one book; QUINTILIAN. Greek Prosody: HOMER, Iliad; EURIPIDES, Alcestis; DEMOSTHENES, Olynthiacs, Philippics; PLATO, Crito, Apologia.

First Class. — VIRGIL, Parts of *Œneid*; CICERO, *De Republicâ*; TACITUS, Annals; LIVY; HORACE continued and *Ars Poetica*; PLAUTUS; LUCRETIUS, Extracts. Greek Verses; HOMER, *Odyssey*; THUCYDIDES, first book; DEMOSTHENES, Philippics, Crown; SOPHOCLES, *Œdipus*; ARISTOPHANES, Birds, Clouds.

Throughout the six years, two hours of every week are assigned to the study of English literature. In this brief time it is not to be expected that any complete course can be pursued. That belongs to a university education. The Committee have aimed, after giving a pleasing narrative poem as an introduction, to make an excursion through the whole field; and they wished, in so doing, to follow the chronological order, as best showing the development of the language, and making the scholar acquainted with our literature in its original springs: but this proved impracticable from the necessity of adapting the successive parts of the course to the learner's varying age, capacity and taste. Of course there will not be time for more than a few specimens of each prominent author. It will be doing much, however, if the student is directed to the ample sources from which he can derive amusement for his

leisure hours, and acquires a habit that will illuminate and ennable his whole life.

To carry out the plan of instruction successfully, it will be necessary that the school shall be provided with a proper number of copies of the larger works to be read. It is quite probable that a volume can be prepared to contain the shorter selections in their order.

Your Committee are of opinion that one of the Masters should take sole charge of this department, that he may be able to give to the study a living interest,—an interest never reached in schools where the overtaxed master merely listens to an unappreciating repetition of words. They also advise that not more than fifteen or twenty pupils at a time should take part in the exercise.

With this brief explanation, they submit a list of authors and selections, premising that very much of the detail must be left to the judgment and taste of the master. When a work is mentioned, it is intended that the whole shall be read, unless the contrary is stated.

Sixth Class.—SCOTT, “The Lady of the Lake”; Visit of Jeanie Deans to the Queen, from “The Heart of Mid-Lothian”; The storming of Front-de-Bœuf’s Castle, from “Ivanhoe.” GOLDSMITH, “The Vicar of Wakefield”; “The Deserted Village”; “The Hermit.” CAMPBELL, “The Battle of the Baltic”; “Lochiel”; “The Soldier’s Dream.” WORDSWORTH, “We are Seven.” COOPER, “John Gilpin.” TENNYSON, “The Charge of the Light Brigade.” LEIGH HUNT, The Story of Rhœus, from “The Indicator,” Ch. LII.; “My Books,” from the same, Ch. LXIII.; “The Graces and anxieties of Pig Driving,” from “The Companion,” Ch. IX.

Fifth Class. — Ancient English Ballads. STERNE, the story of Lefevre, from "Tristram Shandy"; "The Starling." MRS. THRALE, "The Three Warnings." BEATTIE, "The Minstrel." COWPER, "Pairing Time Anticipated." HAWTHORNE, Selections from "Twice-Told Tales"; "The Gray Champion"; "David Swan"; "A Rill from the Town Pump"; "Peter Goldthwaite's Treasure." TENNYSON, "The Miller's Daughter." LONGFELLOW, "Evangeline"; Selections from Voices of the Night." MORRIS, "The Man born to be a King," from "The Earthly Paradise." HAZLITT, "On the Ignorance of the Learned," parts of Ch. V. of "Table Talk."

Fourth Class. — GRAY, "Elegy written in a Country Church-yard"; "The Progress of Poesy"; "On a favorite cat drowned in a tub of gold fishes"; Ode, "Ruin seize thee," etc. ADDISON AND OTHERS, from "The Spectator," Nos. 106, 112, 116, 157, 159, 223, 499, 575, 631, 635. MOORE, "Lalla Rookh." BURNS, "Epistle to Davie"; "Epistle to a Young Friend"; "To a Mouse"; "To a Mountain Daisy"; "To Mary in Heaven"; "For a' that." IRVING, Selections from "The Voyage"; "The Legend of Sleepy Hollow"; "Rip Van Winkle." BRYANT, "To the Evening Wind"; "To a Waterfowl"; "Thanatopsis." HOOD, "The Bridge of Sighs"; "The Song of the Shirt"; "*I remember, I remember*"; "Faithless Nelly Gray"; "Parental Ode to my Son"; "Morning Meditations." HAWTHORNE, Selections from "Mosses from an Old Manse," Parts of a description of the Manse; "A Virtuoso's Collection"; "Rappaccini's Daughter." SHELLEY, "To a Sky Lark"; Introductory Portions of "Queen Mab." ROGERS, "Ginevra," from "Italy."

Third Class. — MILTON, "L'Allegro"; "Il Penseroso." POPE, "The Rape of the Lock"; "The Universal Prayer." IRVING, Selections from the "History of New York," Book III., Ch. 1, Book V., Ch. 8. THOMPSON, "A Hymn"; "These, as they change," etc. COLLINS, "Ode to Evening"; "The Passions"; "How sleep the brave," etc. PRESCOTT, Selections from "Philip II."; "The Battle of Lepanto"; "The Siege of Malta." COLERIDGE, "The Ancient Mariner"; "Mont Blanc"; "Genevieve." KEATS, "Ode to a Grecian Urn"; "To a Nightingale"; "to Autumn." BURKE,

"Letter to a Noble Lord." WORDSWORTH, "*She was a phantom of delight*"; Parts of "Ode on the Intimations of Immortality.", HOLMES, Selections from "The Autocrat of the Breakfast Table," pp. 105-111, 111-119, 127-129, 189, *et seq.* TYNDALL, On the Influences of the Sun, from "Heat as a Mode of Motion," p. 446, *et seq.*

Second Class.—MILTON, "Lycidas"; Selections from "Comus." POPE, Selections from the "Essay on Man." DRYDEN, "Ode for St. Cecilia's Day"; "Alexander's Feast." SPENSER, Stanzas from first book of "The Faerie Queene." THACKERAY, Selections from the "Four Georges," and from "The English Humorists"; Sketch of Irving and Macaulay in "The Roundabout Papers." LAMB, From the "Essays of Elia"; "Blakesmoor in H—— Shire"; "A Dissertation on Roast Pig"; "Imperfect Sympathies"; "Distant Correspondents." TENNYSON, "The Passing of Arthur"; "Ode on the Death of Wellington"; Songs from "the Princess." LOWELL, "The Vision of Sir Launfal"; "Harvard Commemoration Ode"; Selections from "Fireside Travels." WHITTIER, "Burns"; "The Last Walk in Autumn"; "Evening by the Lake Side"; Selections from "Snow Bound." RUSKIN, Selections from "Modern Painters," Vol. I., pp. 8, 55, 152, 153, 201, 201, 259-261. SHAKSPEARE, "Julius Cæsar"; "As You Like It."

First Class.—MACAULAY, Part of the Essay on "Milton"; Selections from "The Roman Ballads." JUNIUS, "Letter to the King." EMERSON, "Nature," from the "Miscellanies"; "The Snow Storm"; "The Humble Bee"; Selections from "May Day." MARVELL, "Thoughts in a Garden." GEORGE HERBERT, "Sunday"; "Virtue"; "Man." BYRON, Selections from "Childe Harold," Stanzas to Athens, Canto II.; Battle of Waterloo, Canto III.; The Alps, the same; Apostrophe to the Ocean, Canto IV. CARLYLE, Essay on "Burns"; Essay on "Voltaire." ROBERT HALL, Parts of Sermon on the death of the Princess Charlotte. CHANNING, Parts of the Essay on "Napoleon." BEN JONSON, "To the Memory of Shakspeare" (No. XII. of Miscellanies). BACON, Essays, Nos. XXII., XXXV., XLVI., L., LVI. SHAKSPEARE, "The Tempest"; "Macbeth."

To the study of History, with Geography, two hours in every week are assigned throughout the course. No branch of study is so well fitted to supply to a boy the defects of his own limited experience, to enrich, strengthen, and ennable his mind and character as History, in the hands of an able and enthusiastic teacher. In a school of this class, history should be taught in no disjointed and fragmentary manner, but on a broad and generous plan. Simple in its lessons to the younger boys, concerning itself rather with the great outlines, and illustrating its truths with personal and biographical details, it should reach with the older scholars to a consideration of causes at work, and the connection and inter-dependence of events. Should an additional year of advanced study be hereafter established, History might profitably be made to include, as in the French schools, the study of our own times. The course of historical teaching prescribed for the schools of France, which receives from all who examine it unconditional praise, appears to your Committee the best model for our imitation, provided only that the history of France itself be made relatively less prominent. In connection with history, geography ought to be thoroughly taught in more minute detail with each year of advancement, and in such order as to illustrate the historical study. Your Committee consider the attempt often made to leave these two subjects to be incidentally taught by masters mainly interested in classical instruction, to be a grave

mistake, inevitably resulting in the almost entire neglect of these departments.

The following statement gives the outlines of the course prescribed for these studies and its distribution through the several years. The question whether text-books shall be used, and if so, what text-books, is left, with all remaining matters of detail, to be decided by others. The programme of the course of History in the Lycées of France is commended to the teacher as a suitable model. He is expected to cover in his instruction the whole range of such a plan.

Sixth Class. — Ancient History of the East. Geography of that part of modern Asia, corresponding to the Asia known to the ancients, between the Mediterranean and the Indus. Geography of the other countries of Asia.

Fifth Class. — History of Ancient Greece. Geography of Southern and Western Europe, corresponding to the Europe known to the ancients. Geography of the other countries of Europe. Geography of Northern Africa, corresponding to the Africa known to the ancients. Geography of the other countries of Africa.

Fourth Class. — History of Ancient Rome. Revision of Modern Geography of Asia, Europe, and Africa. Geography of America and Oceanica.

Third Class. — History of the Middle Ages, from the fifth century to the fourteenth. Physical and Political Geography of Europe in detail thoroughly.

Second Class. — History of the middle ages and of modern times, from the fourteenth century to the middle of the seventeenth. Physical and political geography of Asia, Africa, America, Oceanica, in minute detail.

First Class. — Modern History from the date of the accession of Louis the Fourteenth of France. Review of previous geography. Geography in relation to climate, soil, production, manufactures, commerce. Cosmography.

To the department of modern languages three hours are assigned in the second year, when the study of French begins. The same number of hours is continued in each year till the sixth, when four hours are allotted to this branch. In the third year one half of the time given to modern languages is devoted to the study of some branch of natural science, through the medium of a French translation, and one third of the time in the fourth year is to be similarly employed. In the fourth year and subsequently, the scholar may pursue German if he so elect.

Fifth Class. — Otto's Grammar, first part, transcribing on the black-board part of each exercise.

Fourth Class. — Le Grand Père, or some selected French author to be read, and the rules in the second part of Otto, to be applied in the course of the reading lesson. The recitations from the French treatise on Natural Science to be made in English, with occasional practice in writing on the black-board sentence sfrom the original.

Third Class. — In case the pupil undertakes in this year the study of German, he should begin with Krauss's Grammar, the first or etymological part, with suitable exercises in translation. In French, he should read selections from the best standard comedies, and be made to commit and recite the most striking passages, and should also be exercised in writing on the black-board. The same course is to be pursued in reciting from the French treatise on Natural Science, as during the previous year.

Second Class. — In German, the Exercises in Krauss to be con-tinued with reading and translating from an appropriate reading book. In French there should be original French composition ; easy conversational French should be required during the exercises, and some French classic, as Racine, Corneille, Moliére, or Rous-seau, is to be read.

First Class. — In French, original compositions and exercises in conversation to be continued, with reading in French classics, or in some modern French historical or scientific work. In German, reading from the best modern prose writers and poets.

In the Sixth and Fifth, and also in the Third and Second classes, four hours during each week are given to Mathematics: three hours being assigned to this branch in the Fourth Class; and five hours being allowed to it, with the addition of Book-keeping, in the First Class. The Committee consider it indispensable that this department should be for the present placed in charge of a special teacher, who shall be responsible for the mathematical teaching in all the classes, and receive from the master in each room such aid as he may request.

Sixth Class. — [Sept. to Feb.] Review of Arithmetic, Eaton's Arithmetic and Crittenden's calculations. [Feb. to July.] Elementary Algebra through Simple Equations with one unknown quantity. Ray's Elementary Algebra.

Fifth Class. — [The entire year.] Elementary Algebra. Elimination pure and complete; Quadratics; Trinomial Equations; Calculus of Radicals; Inequalities; The Binomial Theorem; Ray.

Fourth Class. — [The entire year.] Plane Geometry. Chauvenet's Elementary Geometry.

Third Class. — [Sept. to Feb.] Pure Algebra begun. Simultaneous Quadratics, Generalization; The Problem of the Couriers; The Problem of the Lights; Involution and Evolution; General Theory of Exponents; Loomis's Algebra. [Feb. to July.] Algebraic Doctrine of Logarithms, including Fundamental properties and practice. Loomis, supplemented by Bremiker's Logarithmic tables. Plane Trigonometry begun. Chauvenet's Trigonometry.

Second Class. — [Sept. to Feb.] Plane Trigonometry finished. Chauvenet. Applications to heights and distances, mensuration, etc. [Feb. to July.] Solid Geometry; Chauvenet's Elementary Geometry.

First Class.—[Sept. to Feb.] Spherical Trigonometry; Chauvenet's Trigonometry; Review of Trigonometric Formula. [Feb. to July.] Higher Algebra; Loomis. Theory of Indeterminates of the Infinite and the Infinitesimal of Imaginary Quantities. [Feb. to July.] Discussion of the Quadratic Roots, Permutation and Combinations; Indeterminate Coefficients; Sines. Demonstration of the Binomial Theorem; Outline of the Theory of Equations, Exponential Functions, and the Logarithmic series; Reviews in Arithmetic, including the metric system.

To Natural History and the Natural Sciences, in the sixth, fifth, and third classes, one hour in each week is given; in the fourth class, one hour and a half; and in the second and first classes, two hours in each week. During the fourth and fifth years, instruction is provided by means of a French treatise.

In the introduction of Natural Science and Natural Philosophy into the course of study, the object has been to give such elementary instruction as is absolutely essential to every person of ordinary education. Much can be done to awaken the dormant powers of observation, and impart the needed knowledge of facts, and of natural processes and laws, by a systematic course, pursued even an hour or two in each week, for six successive years. The course has been laid out with the fact in view, that a part of the pupils will obtain here all their knowledge of these studies, while a part will pursue them hereafter in their college curriculum.

The course prescribes, for the Sixth Class, Zoölogy or Natural History, and the manifestations of animal life, chiefly by oral lessons of one half-hour each, twice a week.

For the Fifth Class, Geology two terms during the winter, and Botany two terms in spring and summer, in two lessons of one half-hour each week, with Dana's and Gray's text-books, but relying chiefly on specimens and collections.

For the Fourth Class, Geology and Botany, as in the previous year, with two lessons of three-quarters of an hour each week.

For the Third Class, Physical Philosophy and Mechanics, to be studied in a French text-book, one hour each week.

For the Second Class, Physics and Mechanics, and Astronomy in French, two hours each week.

For the First Class, Astronomy and Chemistry, two hours each week.

In this course, limited as it necessarily is, much may be done to excite the curiosity, to convey the knowledge of universal laws and principles, to furnish the general nomenclature of the principal sciences, and lay the foundation for successful prosecution of any favorite study, whatever may be the business or vocation of active life.

In the Sixth Class, two hours are allowed for penmanship. Music and vocal culture have two hours in the Sixth class; in the Fifth and Fourth classes one hour and a half: and are afterward an optional study. Drawing has, in the lower three classes, a similar allotment of hours; and has one hour in both the Third class and the Second. For Gymnastics and Military Drill one hour is assigned throughout the course: but after the first two years this hour is in addition to the regular school-hours of the week.

Music, Drawing and Gymnastics are to be taught under the supervision of appropriate Committees.

It will be noticed that in the course, as now described, no provision is made for the study of Logic, or of intellectual and moral Philosophy; that there is no school period, in which authors are grouped together in reference rather to the truths taught by them than to their graces of style and expression. It will be question for future consideration, whether a single year, from eighteen to nineteen, ought not to be added for this class of studies, or whether it will be more wise to encourage boys who so wish, to pursue these subjects one year at a University, before beginning their professional or special training.

The Committee offer for the consideration of the Board a new series of regulations for the Public Latin School; embodying in these rules provisions in regard to the number and grade of teachers, the terms of admission, frequent examination, and the system of promotion, which they deem of great importance to the welfare of the school. To avoid unnecessary repetition, these suggestions do not appear in the report itself.

CHAPTER XIII.

Regulations of the Public Latin School.

SECTION 1. The purpose of this school is to give thorough general culture to boys intending to pursue the higher branches of learning, or preparing for professional life.

SECT. 2. This school shall be taught by a Head-Master and as many Masters as shall allow one instructor for every thirty scholars. For the next six years two Masters beside those just mentioned, shall be appointed, of whom one shall have the whole charge of the mathematical course, and give if possible the instruction in the Natural Sciences; while the other shall be teacher of History and Geography, and take charge of the course of English literature. These instructors shall perform their duties in the respective rooms, in presence of the Master of each room, and shall receive from him any aid which they may request. A special teacher shall be appointed for each of the modern languages taught, and special instruction shall be provided in drawing, in music, and in gymnastics, under the supervision of the appropriate Committees.

SECT. 3. Each candidate for admission must be at least twelve years old; he must be able to read English correctly and fluently, to spell all words of common occurrence, and to write well and readily from dictation; must understand mental arithmetic, the

simple rules of written arithmetic, with reduction and fractions, both vulgar and decimal; must be able to explain the terms most used in geography, and to state the leading facts; and must have a sufficient knowledge of English Grammar to parse common prose.

SECT. 4. Candidates for admission shall be examined only on the Friday and Saturday preceding the beginning of the Fall Term.

SECT. 5. The school shall be divided into six classes. The Master and the Chairman of the Latin School Committee may together establish any needed subdivisions.

SECT. 6. The school hours shall be, for the lower three classes, twenty-seven in each week; for the third class, twenty-eight; for the second, twenty-nine; and thirty for the first class; excluding, in all classes above the fifth, the time devoted to gymnastics and the military drill.

SECT. 7. The school course shall last six years. A daily record of each boy's school-work shall be kept. Once in every three months the Head-Master, together with the Master in each room, shall examine the boys in that room. This examination shall occupy not less than an entire school-day, and the result in the case of each boy shall be matter of record. At the close of every school year the results of each boy's daily work shall be added to those of the four quarterly examinations. Those boys only who have attained a definite measure of success, to be from time to time determined by the joint vote of

the Head-Master and the Committee of the school, shall have a right to enter the next higher class; but boys who have remained an entire year without the desired promotion, may be advanced with their companions entitled to promotion, in the propotion of one of the former to three of the latter; unless the negligence of any such pupil has been gross and extreme; and in this class of cases promotion is forbidden.

SECT. 8. Candidates for advancement from the fourth class to the third, shall pass an examination before the Head-Master of the school, a Master designated by the Head-Master, and a person invited by the Committee of the school, for whose service due remuneration shall be provided by the Board; which examination shall be both written and oral, and shall continue not less than three school days. Boys failing at this examination in two successive years shall not remain members of the school.

SECT. 9. At the close of the last school year an examination shall take place before the Head-Master and six other persons invited for the purpose by the Committee of the school, for whose services the Board shall provide due remuneration, to try the readiness of each boy for university studies. This examination shall be with great care arranged to test the real acquirements of the scholar; no special adaptation of his studies in the weeks preceding shall be permitted; all possible sources of discomfiture and embarrassment shall be watched and removed; and the examiners are required to pronounce each candidate either

Prepared or Not Prepared, no other terms being allowed. To those Prepared a suitable diploma shall be given.

SECT. 10. The studies pursued in the several years of the course, and the list of authors used, are here given.

Sixth Class.—Harkness's Latin Grammar (Rudiments); Harkness's Latin Reader; Viri Romæ; Fables of Phœdrus; Scott, Goldsmith, Campbell, Wordsworth, Cowper, Tennyson, Leigh Hunt; Ancient History of the East; Review of General Geography; Geography of Asia; Arithmetic reviewed and completed, Eaton's Arithmetic, Crittenden's Calculations; Elementary Algebra through Simple Equations, one unknown quantity; Ray's Elementary Algebra; Zoölogy; Drawing; Penmanship; Music; Gymnastics.

Fifth Class.—Nepos; Elian, Extracts; Justin; Old English Ballads; Sterne, Mrs. Thrale, Beattie, Cowper, Hawthorne, Tennyson, Longfellow, Morris; Hazlitt; History of Ancient Greece; Geography of Europe and Africa; Otto's French Grammar, first part with exercises; Elementary Algebra, to the Binomial Theorem, Ray; Geology (winter); Botany (spring and summer), Dana and Gray, with specimens; Drawing; Music; Gymnastics.

Fourth Class.—Cæsar, De Bello Gallico; Ovid, Metamorphoses; Quintus Curtius; Virgil, Æneid I., II.—Cicero, De Amicitia; De Senectute; Greek Grammar (Rudiments); Greek Lessons; Xenophon, Anabasis begun; Lucian, Dialogues; Plutarch, one life; Gray, Addison, Moore, Burns, Irving, Bryant, Hood, Hawthorne, Shelley, Rogers; History of Ancient Rome; Revision of Geography of Asia, Europe and Africa; Geography of America and Oceanica; Le Grand Père, with applications of Syntax; Exercises in translating and writing from a French treatise on Natural Science; Plane Geometry; Chauvenet's Elementary Geometry; Geology and Botany, as in previous year; Drawing; Music; Gymnastics.

Third Class. — Latin Prosody ; Virgil, *Aeneid* III., IV., V., — Eclogues ; Cicero, Archias, Marcellus ; Sallust, Catiline ; Horace, a few odes ; Terence, Andria, Adelphi. Homer, *Iliad* ; Isocrates, Panegyric, Athens ; Plutarch, *Morals* (one part) ; Lucian, Art of Writing History ; Milton, Pope, Irving, Thomson, Collins, Prescott, Coleridge, Keats, Burke, Wordsworth, Holmes, Tyndall. History of the Middle Ages, from the fifth century to the fourteenth ; Physical and Political Geography of Europe in minute detail ; French Comedy ; Translation ; Recitation ; Writing French ; Exercises in translating and writing from French Scientific Treatise ; Krauss's German Grammar, with Exercises in German ; Pure Algebra begun ; Algebraic Doctrine of Logarithms ; Loomis's Algebra ; Bremiker's Logarithmic Tables ; Plane Trigonometry begun ; Chauvenet's Trigonometry ; a French Treatise on Physical Philosophy and Mechanics ; Drawing ; Music (optional) ; Gymnastics.

Second Class. — Latin Verses ; Virgil, *Aeneid* VI., VII., VIII., — Passages from the Georgics ; Cicero ; Verres, Catiline, Dream of Scipio ; Horace, Odes, Epodes, Epistles ; Tacitus, Agricola ; Livy, one book ; Quintilian ; Greek Prosody ; Homer, *Iliad* ; Euripides, Alcestis ; Demosthenes, Olynthiacs, Philippics ; Plato, Crito, Apologia ; Milton, Pope, Dryden, Spenser, Thackeray, Lamb, Tennyson, Lowell, Whittier, Ruskin, Shakespeare ; History of the Middle Ages, and of Modern Times, from the fourteenth century to the middle of the seventeenth. Physical and political geography of Asia, Africa, America, Oceanica, in minute detail ; Racine, Corneille, Molière, Rousseau ; French Essay ; Conversation in French ; Krauss's Grammar, with German Reader ; Plane Trigonometry finished, with applications ; Chauvenet, Solid Geometry ; Chauvenet's Elementary Geometry ; Physics ; Mechanics ; Astronomy (French Treatise) ; Drawing ; Music (optional) ; Gymnastics.

First Class. — Virgil, Parts of *Aeneid* ; Cicero, *De Republica* ; Tacitus, Annals ; Livy ; Horace continued, with *Ars Poetica* ; Plautus ; Lucretius, Extracts ; Greek Verses ; Homer, *Odyssey* ; Thucydides, first book : Demosthenes, Philippics, *De Corona* ;

Sophocles, *OEdipus*; Aristophanes, *Birds*, *Clouds*; Macaulay, Junius, Emerson, Marvell, George Herbert, Byron, Carlyle, Robert Hall, Channing, Ben Jonson, Bacon, Shakspeare; Modern History, from the accession of Louis the Fourteenth of France; Geography reviewed; Geography in relation to climate, soil, manufactures, commerce; Cosmography; French, as in previous year, a French Historical, or Scientific author; German prose writers and poetry; Spherical Trigonometry; Chauvenet's Trigonometry; Review of Trigonometric Formulæ, Higher Algebra, etc.; Loomis's Algebra; Chemistry; Astromomy; Music (optional); Gymnastics.

HENRY S. WASHBURN,
SAMUEL K. LOTHROP,
LYMAN MASON,
FRANCIS H. UNDERWOOD,
CHARLES C. SHACKFORD,
JOHN P. REYNOLDS,
GEORGE H. MONROE,

Committee.

R E P O R T
■
SCHOOL COMMITTEE
ON
DRAWING.

REPORT.

UNDER the Order of the Board, of July 12th, 1870, the Committee on Drawing present the following Report:—

The attention of the people of this State has been recently called to the great need of more extensive and more suitable instruction in Drawing. Those who have the true interest of free public education most at heart, see that there is a great deficiency in our curriculum, and while the State authorities have made full instruction in Mechanical Drawing obligatory on all towns of more than ten thousand inhabitants, our own city has gone further, and proposes to instruct all the children intrusted to her care, in the foundations of that art of which mechanical drawing is a very small part.

When this Committee was appointed, the programme of studies in the schools of the first twelve wards of this city included drawing. Roxbury and Dorchester also gave instruction in drawing in the higher schools. The Boston programme was well so far as it went, but it was not followed. In many of our schools no time was given for even the very mechanical exercise the rules prescribed. There was a general feeling among the teachers that drawing was simply an accomplishment for those whose leisure might be amused by its exercise, and that the large majority of the children in their charge would

be better off without it; and with this impression, joined to the knowledge that there were no examinations or requirements in this department for promotion to higher schools, it is not strange that the time, already insufficient, was found too short for drawing. In some schools the routine of taking out the books, allowing the children to play with pencil and paper for half an hour, and then putting away the result, often without examination, was virtuously performed. In a few schools, instruction, and good instruction, was given by the master and his assistants, but this was very exceptional.

In the High School, Mr. Henry Hitchings had recently been appointed instructor, and he was doing a capital work, but mostly on raw material, for his pupils have had little practice when they come to him. In the Girls' High and Normal School and Training School, Mr. Wm. N. Bartholomew, with Mr. Hitchings as assistant, gave his whole time very successfully to the work. In the Roxbury High School Mr. B. F. Nutting was instructor, and Miss Mercy A. Bailey had charge of the higher grade Dorchester schools. In the Boston Primary schools the "Boston Slate," so called, was used as an amusement rather than for instruction, and in the Roxbury and Dorchester Primary schools no system was used. In the Grammar schools of the city proper, Bartholomew's Series of Drawing Books was ordered by the Rules and Regulations, while in Roxbury, Mr. Nutting's cards or models were used, and in Dorchester, drawing from models or objects.

There was nowhere any system, from the Primary to the High Schools, and in the three sections of the city different methods were in vogue in the intermediate and upper Schools. As some of the Grammar schools practised drawing, while others wholly neglected it, the classes in the High and Normal schools, composed of pupils of all these, were on very unequal footing, and the duties of the instructors were made much more laborious and unsatisfactory. Work which should have been done in Primary and Grammar schools, had to be done at the end of the course, when it could not be done well, and when the time of both teacher and pupil was already fully occupied. Perhaps of all the studies of our public schools, drawing exhibited the most feeble results.

Your Committee were convinced that the work of instruction must be done, if at all, by the regular teachers, under such general superintendence as would be required; but here they found their first difficulty. Very few of the teachers were skilful in the use of either pencil or crayon, and fewer still had correct ideas of the objects aimed at. To many the only result to be attained by the most diligent and careful practice was simply the production of a pretty picture; in other words, the contents of the portfolio, rather than the new powers of mind, were to reward the successful pupil in drawing. The teachers of our public schools, however, are never backward in adopting new ideas or methods when they are convinced of their value, and in the present

case they have not fallen below the requirements of their committee; on the other hand, they have, almost without exception, welcomed and encouraged the new life we were endeavoring to infuse into this branch of instruction. So far as the city proper was concerned, the professional teachers already in the service were deemed sufficient to exercise the needed superintendence.

Then arose the question how should drawing be taught, and this your Committee have endeavored to answer by several months of experiment in both Grammar and Primary schools. Were the problem confined to a single school composed of pupils devoted to the purpose, it would be comparatively easy to mark out a course of instruction which would insure good results in most cases. In Boston, however, we have thirty thousand pupils, of both sexes, various ages, and from almost every grade and nationality. Every teacher is required to care for at least one-third more pupils than he or she can properly attend to, and the work must be done in rooms generally unsuited for the purpose. Probably one-half of the school-rooms in Boston are badly lighted, or contain desks placed in an improper direction towards the light.

With all these drawbacks, the evident enthusiasm of both teachers and pupils gives every encouragement of success, and if the work can be properly divided between the Primary, Grammar, and High schools, we feel that our pupils will take higher rank in all studies where training of the powers of observation is demanded.

Our city has been rightfully awarded the first place in true art and literature on this continent, but our schools must maintain it; and while we are proud of our art museums and libraries and cabinets, we must carefully educate those who are to use them. A grand collection of statuary and painting is of little use to the blind, and such are our uneducated people. Let all the children be educated, then, to see, enjoy, and draw substantial benefit from our art treasures. Our public gardens might then exhibit less bad taste, our public buildings be more pleasing to the educated eye, and public taste generally elevated.

We feel that with the primary scholars lies our most important work; their hand is flexible, their eye is quick, their perceptive faculties are all eager to be trained, and the progress they make, whenever a proper system is pursued, shows conclusively that all who can learn to write well can learn to draw. We call upon our teachers to make special effort in the education of the youngest pupils in drawing.

INSTRUCTION FOR TEACHERS.

Thinking that the proper education of the teachers might require more time than the special instructors could give, Mr. C. C. Perkins was consulted, for his well-known interest in art education, as well as his reputation in all art matters, and his familiarity with the art schools of Europe promised the best advice, and from him the following letter was received:—

“ NEWPORT, Sept. 6, 1870.

“ *W. T. Brigham Esq.:*

“ Dear Sir: I am much flattered by your request that I would give you my opinion upon the best way of rendering instruction efficient in the Public Schools, and I gladly seize the opportunity thus afforded of bringing a scheme before the Committee of which you are the Chairman, which I think offers a fair chance of accomplishing the object in view.

“ It is as easy to teach children to draw as it is to teach them to write, provided they are taught in the right way, upon a system whose excellence has been fully tested. If, however, they are put under teachers who cannot guide them with a firm hand because they themselves have no fixed principles of instruction, no good result can be expected, and the children's time is wasted in futile effort. The first object, then, is to have the teachers taught by a thoroughly well-educated master, so that having learned his system they may become competent to instruct in it. You naturally ask where is such a person to be found, — to which question I answer, among the graduates of the Normal School at South Kensington, whose ability to teach is certified by as many as five or six diplomas. These diplomas are given to them by the Science and Art Department, whose office it is to supply the provincial art schools throughout Great Britain with teachers of whose competency it is thoroughly satisfied.

“ Being myself very well acquainted with several gentlemen at South Kensington, and especially with Mr. Henry Cole, the superintendent, I some months ago wrote to ask him what salary would be required by a first-rate teacher who might consent to come to Boston and direct a Normal Art School. The following passage from his answer seems to me to set the matter in a very clear light. ‘ I quite agree with you that before you can organize Art Schools, you must have good teachers. To organize a system you want a man who possesses administrative power, besides technical knowledge of drawing and painting. I do not think you can get a man as good as he ought to be unless he were guaranteed a minimum of £500 a year, with a prospect of earning more if he succeeded. I think you might get a fair teacher for drawing and

painting at a guaranteed minimum of £200 a year, with a prospect of increase according to success.' Mr. Cole sent me with his letter a couple of prospectuses of the Kensington Drawing School, one of which I enclose with this letter. Mr. Cole considers that the success of this school would be much imperilled if the head master were permitted to seek his remuneration outside the school, but as what we want for such a man in Boston is not exactly what is wanted in England, I should even advise that at least in the beginning he should be allowed to supplement his salary by teaching in private schools if any such desired to benefit by his instruction, and also by giving private lessons.

"The question now arises as to what certainty the Committee on Drawing would have, in case they decide to send for an English master, that the person sent would be in all respects satisfactory. To this I answer that my long acquaintance with Mr. Cole and his able assistants, and the interest which I have heard them express in the prospects of art in the United States, warrants my belief that they would take the utmost pains to select the right person, if I requested them to take the responsibility. So fully am I convinced of this that I will undertake to *procure* the necessary models, such as are supplied to Art Schools from South Kensington, and *give* them to the Committee, to be placed in such a room as they shall designate to be used as a Drawing School, provided they will authorize me to communicate with Mr. Cole on the subject, and to ask him to send a competent teacher to Boston who may be made Head Master of Drawing in the public schools, with a sufficient salary.

"Boston is justly proud of her really palatial school-houses, and no city in the world surpasses her in liberality in connection with education; but in this matter of art instruction she is even behind New York, Philadelphia, and Baltimore, in all of which cities there are well-supported Schools of Design. Hoping that the time is not far distant when through the agency of a first-rate teacher she may not only surpass them, but even be able to supply them with teachers of a high order, I remain,

"Yours very truly,

"CHARLES C. PERKINS."

This letter of Mr. Perkins suggests a radical change in our normal instruction, but one which seems absolutely necessary if we wish to take any high stand in the movement now making itself felt through the land. We have had no system; our teachers have not been instructed, and the work must now be commenced: shall we have a plan, or shall all be done at random? Will it not be better to invite such a teacher as we have not in this country to open here a school at which all our regular teachers shall have gratuitous instruction, and other teachers may become pupils at some fixed rate? The labor of instructing our large corps of teachers is no light one. It is harder in some respects than the instruction of the children, but when once accomplished in the right way, its influence pervades all our schools. The State requires us to give instruction in drawing; let it be the best that our country can afford. We are learning a new language in the United States, and we must learn it well, beginning with our very Primary schools.

Without an instructor for the teachers, we can only take a secondary rank among our cities, and no member of this Board will assent to that. Until such a system as that proposed by Mr. Perkins can be inaugurated, the following course may be pursued.

The great success which has attended the efforts of the Committee on Music, to make each teacher a competent instructor in that art, convinces us that we must have the same system in drawing; and that

those teachers who have not fitted themselves for this duty, may have a suitable opportunity to do so, the regular instructors in drawing will meet them in evening classes during the winter. In this way the six hundred or more rooms will receive the instruction of our accomplished teachers of drawing, and in a comparatively short time our corps of drawing teachers will be identical with the regular educational force of the city. New teachers should of course be required to exhibit some knowledge of this branch. It is hard to make further calls upon the already well-occupied time of our teachers, but a few evenings for a few months devoted to learning the methods of teaching drawing will be of so much service to themselves as well as to their pupils, that they will doubtless willingly make the sacrifice.

Possibly the new art-room of the Girls' High and Normal School might be used for the evening lessons of the teachers. If not, other rooms suitable for the purpose can be provided.

If suitable arrangements can be made, afternoon classes will be formed, and one or two teachers from each school combine in classes for one month, then others, and so on until the whole number in all the schools are instructed. One month of faithful study two afternoons each week, would be all the time most of our teachers would require. Attendance on these exercises should be compulsory unless teachers can show to the satisfaction of the drawing instructors that they are capable of teaching drawing without such assistance.

The following division of the Grammar school teachers into classes has been suggested, should the lessons all be given out of school hours.

Class A.	Class B.	Class C.
Lawrence, 16	Norcross, 12	Adams, 13
Bigelow, 15	Shurtleff, 12	Lyman, 11
	Lincoln, 15	
No. in Class, 31	No. in Class, 39	No. in Class, 24
Class D.	Class E.	Class F.
Chapman, 11	Comins, 17	Dudley, 8
Prescott, 12	Dearborn, 15	Washington, 9
		Lewis, 10
No. in Class, 23	No. in Class, 32	No. in Class, 27
Class G.	Class H.	Class I.
Bowditch, 18	Bowdoin, 11	Phillips, 12
Quincy, 16	Mayhew, 12	Wells, 10
No. in Class, 29	No. in Class, 23	No. in Class, 22
Class J.	Class K.	Class L.
Hancock, 19	Dwight, 13	Brimmer, 12
Eliot, 15	Everett, 14	Winthrop, 17
No. in Class, 34	No. in Class, 27	No. in Class, 29
Class M.	Class N.	
Franklin, 14	Dorchester Schools.	
Rice, 14		
Boylston, 8		
No. in Class, 36	No. in Class, 31	

FREE INSTRUCTION IN DRAWING.

During the last session of the Legislature, the following act was passed:—

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:

SEC. 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include drawing among the branches of learning which are, by said section, required to be taught in the public schools.

SEC. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

SEC. 3. This act shall take effect upon its passage.

Approved May 16, 1870.

WILLIAM CLAFLIN.

Under this it will be necessary for us to adopt some plan of instruction not included in the regular course of our schools. At present no instruction in mechanical drawing so called is given to our High Schools, the only ones probably where the age of the pupils would demand this instruction, and it would be difficult if not impossible to find time for proper and sufficient practice until the preparatory schools have done their part of the work. We would recommend therefore, that the requirements of the statute be met by establishing three evening drawing schools in convenient parts of the city, where drawing only is taught, and where the large number of young men whose employment prevents their attendance at the day schools may obtain what they so much need, and are so anxious to receive.

It is known to the Committee that the Christian Unity Society have for several years established evening classes in drawing, which many of our teachers have attended with profit, and should this Board see fit, perhaps it might be advisable to adopt in some measure this established school, paying simply for the instructor and material, while the society furnish rooms, lights, and heat.

Whenever these schools are established, they should be under the care of competent instructors, and be open at least two evenings each week, from November to May. The number of pupils will doubtless be large, and will require the constant care of several instructors in each school, but the benefit such instruction will confer on the young men and women of our city will be very great, and will before long be felt in all our manufactures.

Instruments and paper must of course be furnished in these schools; but the former will be permanent, and the paper for use is by no means costly. In the early classes only pencils, rubber, and paper will be required, but mechanical drawing calls for instruction in the use of instruments.

SLATES FOR THE PRIMARY SCHOOLS.

The attention of this Committee has been called to several patterns of slates intended for instruction in the Primary Schools.

First; the slate now in use,— the "Boston Primary Slate," with copies both for writing and drawing. The Number I. of this slate contains several good

examples for drawing; Number II., in addition to plain geometrical figures, presents examples of solids, but neither seems to be arranged in the progressive order good instruction demands. Number I. is better; but in Number II., if we commence with the simplest form there given, a square, we come to a perspective view of a cone or a square (as the sides may be arranged), and then at once to solids of greater or less difficulty of representation. A new edition of this slate is proposed, where the figures shall be stamped directly on the frame, but while some of the models are very good, their too great number and unsystematic arrangement make them less desirable on the whole than the old patterns.

Second; the "National Primary School Slates." These present, stamped upon the wood, a confused border of badly selected and badly drawn (or transferred) models, and so far as your Committee can see would be injurious rather than useful in teaching systematic drawing. They are said to be cheaper than the Boston Primary Slates, but the samples presented do not show very solid workmanship or very good material.

Third; "Bartholomew's Primary School Drawing Cards and Slate." This slate is plain, it bears no figures whatever, and therefore is not open to the objection of confusing the child using it, or becoming a mere plaything. The quality of the slate-stone is not what it should be for a drawing slate, but the ingenious way in which the corners are bound together and cushioned is worthy of attention. The

cards or models are strictly progressive, beginning with points, and continuing through the series of straight, curved and broken lines to the more difficult representations of solids. The series has been used in the training school the past term with great success, and as the testimony of the accomplished head of that school is valuable for its hints of the requirements of similar schools, it may be given here, although originally intended for another purpose, but obtained at the request of this Committee: —

“ BOSTON, June 30, 1870.

“ *Mr. Bartholomew:*

“ Dear Sir,— In accordance with your request, I will try to recall for your use the points to which I attach most value in the primary course in drawing.

“ About the subject in general I am convinced that it should be the basis of all slate work,— printing, writing, and numerical notation,— and that its place in the school should not be that of a recreation (to which the mere copying of cards would soon degenerate), but being accompanied with intelligent instruction, a *study* and a means of mental development.

“ For your system, this statement is less a necessity than in most others, since every card represents a calculable value, but this, even, needs to be made patent to teachers to ensure the best results.

“ The careful graduation of the series is its best point ; the dots and crosses of the first two cards are adapted to children learning to count, and their arrangement with respect to position and distance may be made the simplest exercise of the school-room to develop observation and judgment. (One of our children could not find his seat until he was taught to say it was the ‘ second seat in the third row.’)

“ Afterwards comes the development of symmetrical beauty in the arrangement of figures and lines about a centre ; the first prin-

ciples of design and means of inspiring correct taste before false ideas have grown up through neglect.

"The connection with number is a practical point which commends itself to teachers as giving unity to school work by making one subject help another; for example, if ideas are repeated in the drawing, it is by a regular multiplication more palpable to the senses than the abstract statements of the tables; if distances occur they are made equal, double, or fractional, and seldom or never vague. Definite standards of measure are used in dictation exercises given both on the cards and in the plates of the manual, which exercises, in addition to their other values, encourage the use of language to describe the relations of lines, and give children power to describe designs seen elsewhere, as a means of fixing them in the mind.

"In Series Two the regular succession of curves gives freedom and power to the hand while it is delicate. The experience of the last year in this respect has been very wonderful to me. In a few cases the delicacy of the curves was a marvel to all who observed them, and in quite a common child in other respects, this little gift developed, has given a tone which influenced the standing in other studies, as music has in individual cases in all our primary schools during the last few years.

"After these preliminary lessons, the introduction of objects to be studied and drawn, commencing in Part Two of the Second Series and to be continued in Series Three, increases interest by giving a practical turn to all that has gone before, and putting children having special talents into a position to discover it to themselves, while young enough to be influenced in the choice of later pursuits. Many of the ideas of perspective separated from their theoretic and scientific relations may be brought to bear upon the drawing of these objects, since all that perspective means is to represent things as they appear to the eye, which is just in the line with best ideas of elementary education.

"In the selection of patterns, perhaps the best point is their suggestiveness. Every one may be made a centre of radiation for very many new forms which children will themselves invent. I realize this value more and more, as I use the cards. To promote the best use of the cards and stimulate interest in them, they

should be given out *one at a time*, and taken up when not in use. I mention this because so many have asked the question. . . .

“Yours very respectfully,

“JENNY H. STICKNEY.”

In the first two systems the slates had to be replaced as the pupil advanced, so that two complete slates were required; in this, one does all the work. It would, however, have this objection, that the cards would be readily soiled and torn, and their number would require some special provision for their storage in each room. It is certainly better that the pupil should have but one model before him at a time, and this then will claim his whole attention.

Perhaps the best, if not the most economical, slates are simply the cardboard of the New York Silicate Slate Co., cut to a suitable size. These are light, may be used without frames, and take up very little room, besides furnishing by far the best surface for the slate pencil. If these could be furnished at a reasonable price,* in tablets measuring six by eight inches, they would be earnestly recommended in preference to all others. The instruction can be given without any other models than the teacher can place upon the board.

MODELS FOR THE GRAMMAR SCHOOLS.

Our Grammar schools have been using for some years the Bartholomew series of Drawing Books, principally numbers one, two, and three. This Committee found these in use when they were appointed,

* The retail price of this size is 9½ cts. each.

and have not seen any reason to displace them. They feel, however, that their cost is a serious objection, and it should be lowered. We also feel that there are deficiencies in these books, but after a careful examination of other models, do not find any other practicable series which would be better for our Grammar schools. If the work of the Primary school has been properly done, these books will give good results in the higher schools; but we advise the careful use by the teacher of the manuals prepared for each book, and already distributed through the schools at the request of this Committee.

Various plans have been tried in these schools; dictation exercises have been given in accordance with Miss Stickney's suggestion, and always with good results; they keep the attention constantly exercised, make the teacher clear and careful in her directions, and give meaning and value to every line. These exercises must be confined to simple diagrams or figures, and the pupils of course draw without models. Then large charts or object lessons have been copied both on slate and on black-board; maps have been drawn, and again the pupils have been told to draw lines of one, two, or three inches, without measuring, in order to accustom them to correct ideas of size. Simple solid models have also been used to some extent; but it is impossible to give a fair view of any object to all the children in a room; and if the object be repeated for each desk the light and shade will be totally different in different parts of the room, and the teacher must be everywhere in

order to give sufficient instruction. It would be well, however, to encourage the copying of familiar objects as soon as correct notions of lines and distances are acquired.

Copies of artistic ornamental design should be used as models more than at present, and if the child is to draw a vase, let it be the most beautiful form art has produced, that beauty may become familiar and grow into the child's nature. Instead of a meaningless tracery of lines, let designs of acknowledged merit be substituted.

At the end of the Grammar School course, the pupils may, if they see fit, enter the Lowell Institute classes for drawing from the human form, the most noble of all models; or, should they enter the High schools, they may pursue the lessons for that grade. Should they go no further, they will have the power, if they have done their duty, to do any of the work required of architect, engineer, or ordinary draughtsman, with little practice in the technicalities of such divisions.

DRAWING IN THE HIGH SCHOOLS.

At present the work of both Primary and Grammar schools must be done in our High schools, for drawing has been so neglected, and has not been required for admission. If the work of the lower schools has been well done, the pupils are now prepared to study perspective, and practise in landscape sketching and the use of instruments in mechanical and architectural drawing. In the High and Normal schools solid

models have been procured and are used by some of the classes. Nothing has as yet been done in the Latin school, but the present year instruction will be given by Mr. Barry. Where there are so many copies of classical art as have been collected by the Latin School Association and by Dr. Gardner, it is hoped the instruction may be doubly profitable. In the new building for the Normal school, a room has been set apart for instruction in higher art by the exhibition of such casts and photographs as best illustrate the treasures of antique art. This is furnished by the liberality of a citizen of Boston.

More attention should be paid both in High and Grammar schools to black-board work. Every exercise on the board should be carefully criticised, and frequent exercises ordered. Every teacher knows the advantage a ready use of the crayon secures. Some of our most distinguished teachers of Natural Science owe much of their success as lecturers and teachers to the facility with which they delineate upon the board the forms their words cannot so clearly outline. There are teachers in our schools who find difficulty in drawing correctly on the board even the simplest geometrical figures. It is well to use the crayon attached to a long ferrule or porte-crayon in sketching on the board, that a firmer command of arm and hand may be acquired.

The highest classes might receive some instruction in coloring, and this will certainly be required before long in the Normal School, our present instructors being amply qualified for the work.

Drawing from memory is a most useful exercise, and should be practised early in the course. It may be done with the material on hand by drawing the model in the book used, and covering both model and copy, repeating the latter on the other half of the page. The most complete method, however, is the one extensively used in France, which shows most happy results. This is so little used in this country, that it has been thought desirable to give some account of it, for it may readily be adopted in some of our classes should the teachers desire, and will at any rate offer suggestions for any instruction in drawing from memory.

The system used by Madame Marie Elizabeth Cavé has certainly produced most satisfactory results. With the motto of Rubens, "To see, to understand, to remember, is to know," as her text, she keeps that high standard of knowledge constantly before her. The eye must first be trained to see. "Learning to draw," she says, "is but training the eye correctly," but what is seen? Not the object as it is. Lines are foreshortened; the horizontal becomes inclined, or even a straight line appears curved. Did not the builder of the Parthenon recognize this when he raised the horizontal line of the ridge of the roof some inches that it might appear other than it was? Drawing is the representation of an object as it is seen, while sculpture strives to copy it as it is. The imitation of projections on a plane surface requires an exercise of the understanding; and it is only by this that the progression from the rude scrawls on

Dighton Rock, or the pictured outlines on the crags of Mokattam, to the miracles of Titian or Rubens, exists. The picture in all its perfection, as we view a tree, a rock, or a stump, is impressed on the retina; every leaf, every uncovered twig, the caterpillar eating the leaf and the moss growing on the stem and branches; the shadow of every leaflet as it breaks into countless fragments the ray of sunlight that loses itself in the thickening clusters; on the rock each lichen that for years has grown, almost imperceptibly enlarging its tiny territory; on the stump, each insect burrow, each varying tint of decaying wood, and the very wearing of the stormward side as the last tempest swept along. Until the eye be educated, little enough of all this is perceived, for we know not what to look for. When we have seen the almost invisible initials of the engraver of the die on the coin which others view without perceiving, we have gained a power, our eye has been educated, and we perhaps wonder that others cannot as readily perceive. When we see that the sides of a house seem to grow smaller as they recede from us, while we know well that they do not diminish in reality, our reasoning powers must be exercised and we must understand why these things are so. This is not all. If the picture of that flower so clearly impressed on our mind in every form and curve and tint, and so well understood that we know the meaning of that shadow where the stamens come between the light and the rounding corolla, is to fade away when the sunlight fades, and as the flower withers, what

profit? We do not yet know, although we have seen and understood. The memory must take charge of the lesson we have gained, the treasures we have taken from Nature's exhaustless store.

So far the objects proposed are those of true art education. Now for the methods of accomplishment peculiar to Madame Cavé's system. A model is chosen, whether a head or hand or a more simple object as represented on a plane surface, and of this the pupil carefully makes a tracing on transparent paper. This completed tracing is the "proof," and is to serve as instructor. The pupil then places the model in a suitable position, and attempts to copy it. The application of the proof at any time detects the error or indicates the accuracy of the work, and the copy must be corrected until it becomes a transcript of the model,—a result the faithful proof will certainly show more closely than the eye of any professor. When the copy is complete the model is removed, and the pupil draws again from memory alone, using the proof only at the completion to test the work. The copy may be drawn from the model two other times if the pupil's memory is weak. It is well, at the end, to test the exercise, to make another and reduced drawing of the model from memory in a small sketch-book.

A solid model, a landscape, or figures may be used in the same way by using a gauze frame for the proof tracing; and the dry rules of perspective become useless lumber, with the exercise of this simple expedient. Before the pupil attempts solids, a

careful study of the ways used by the great masters to represent them should be made, and for this the materials are abundantly accessible in the engravings from Raphael, Van Dyck, Rembrandt, Andre del Sarto, Murillo, Gerard Dow, Téniers, Claude Lorraine, Berghem, and others. With a store of these, let the pupil make proofs and copies until the understanding is awakened, and it will not be long before mere youths will readily distinguish a Rubens or a Rembrandt though the print be unlettered, and the use of this is the proof it affords of the education of the eye and the development of the understanding.

M. Felix Coitereau, French Inspector General of Fine Arts, has, under orders, reported to the Minister of the Interior upon Madame Cavé's Method of Drawing, the following results of instruction given to children of from eight to twelve years:—

“ 1st. A remarkable correctness in the *ensemble* and *contour* of a figure or any other object :

“ 2d. A reproduction from memory scarcely distinguishable from the copy :

“ 3d. Acquaintance with the masters ; I have readily recognized Raphael, Holbein, and others, in the drawings from memory of Madame Cavé's pupils, and I thus conclude they have for themselves become familiar with the great masters :

“ 4th. Finally, the idea of perspective : that is, that without having learned any of the rules of the science, pupils, in tracing from nature, execute correctly the greatest difficulty in the art of perspective, — foreshortening.

“ Thus, by exercising the memory of children, giving accuracy of vision and firmness of hand at the age when their organs, still tender, are docile, Madame Cavé renders them better qualified for the industrial professions, makes them skilful instruments in all the trades which pertain to art.

"With the old methods, one could not learn to draw before the age of twelve, a period which terminates the education of the working classes, because the judgment is not developed. With the ingenious teaching of Madame Cavé, the child, learning almost unconsciously to observe and compare, forms his own judgment, at the same time acquires that skill which is indispensable in every species of manual labor."

TIME FOR DRAWING IN THE SCHOOLS.

By a vote of this Board passed April 12, 1870, it was ordered: "That one hour each week be devoted to Drawing in the Grammar and Primary schools." One hour for the Primary schools is enough, and should be divided into four lessons of fifteen minutes each, or two of half an hour; for although the younger children enjoy the exercise, their attention is easily wearied. If no more than one hour can be given for the Grammar schools, that should be for one lesson; but if an hour and a half can be spared each week, that time will best be spent in two lessons of three quarters of an hour each. In the High schools the time has been regulated by the several Committees.

This Committee were anxious to understand the views of Mr. Bartholomew, who has for some time had charge of this branch in the Normal school, and was until recently the only teacher of drawing in the Boston schools, and they give here his report.

REPORT OF MR. BARTHOLOMEW.

To the Committee on Drawing:

Gentlemen,—Up to the present time, as you are aware, very little attention has been given to the study of drawing in the Primary schools. Except in

the Training school, no systematic course of instruction has in any case been attempted, and for the want of some suitable means, as an aid in imparting instruction, no such instruction could have been given. While some attention is given to this study in most of the Grammar schools, different systems of teaching are adopted. In some of these schools picture-making is all that is aimed at, while in others a more sensible end is sought, and different means are used. In the High schools there is no harmony in the system of instruction adopted. Now, when the means used and the methods adopted in teaching this study are so dissimilar in character, it is useless to look for similar results. What we need, it seems to me, is some well-devised system of instruction, that shall begin at the Primary school, and continue on, without a break, through the entire school course. This system should aim to secure the power of representing objects from the objects themselves, or from imagination; and, further, it should be the best that can be devised to secure the most perfect education of the eye. Keenness of sight is, after all, a far more valuable attainment than mere skill in drawing. The ability to represent the forms of objects is of occasional service, — but the eye is in constant use. The keener it is, the more we see. Then, again, a very large proportion of the pupils in our schools will, on leaving school, learn some trade in which success depends upon keenness of sight. In producing good work, the difficulty lies not so much in *doing* as in *seeing* what to do. If the eye is keen, the hand is

cunning, but if the eye is dull, the hand is awkward and clumsy. It might be supposed by some that the education of the eye will necessarily follow the practice of drawing. This is true to a certain extent; but, to get the best results, we must adopt a system which demands accuracy of expression, and which places before the pupil such subjects for study and practice as render it possible for him to obtain a clear and accurate perception of the truths to be expressed. If the subjects are of the kind known as the picturesque,—such as old logs, broken-down gates, dilapidated buildings, ruined castles, etc.,—the eye will receive but little benefit from the practice of drawing them. They present forms which do not demand accuracy of perception and expression. One may disregard the truth in every line without in the least affecting the general likeness or the good looks of the drawing. This kind of practice begets the habit of looking at everything carelessly, of disregarding particulars, and, as a matter of consequence, it leads to bad habits in execution. This class of subjects is now used, to some extent, in quite a number of our schools.

It is thought by some that printed examples should be rejected altogether, and that the solid alone should be used. This might do under certain circumstances: for example, if a competent teacher could be employed for every ten or fifteen pupils, as is the case at the Lowell Institute; if the pupils were young men and women, and apt to learn; if it were possible to so arrange them that all might get a

favorable view of the object to be drawn, it might do, if nothing better could be done. But where the instructor is himself a beginner; where he must take charge of fifty or sixty pupils, and these packed into a room so as to make it impossible to place an object where it can be properly seen by any member of the class; and when the pupils are taken without regard to their natural relish or disrelish for the study, the thing is absolutely impossible. This experiment has been fairly tried at the Institute of Technology. Professor Ware, who has charge of this department in that institution, informed the Board of Education when they were considering this matter a few weeks since, that the experiment was a perfect failure. If this result followed this method of teaching the art where the pupils were of mature mind, we certainly cannot look for success if it is tried in our Primary or Grammar, or even in our High schools, under existing circumstances. Before the pupil can be set to drawing from an object to advantage, the eye and the hand must have some training, the pupil must have some knowledge of those laws which relate to the appearance of objects, so that the eye may be under the direction of the mind, and he must also be acquainted and somewhat familiar with the means which others of larger experience, and of greater ability perhaps, have invented and used in expressing ideas. If the pupil is required to go to nature without some previous preparation, if he must discover for himself all he is to know, if he must invent the means he is to use in

expressing the truths connected with the objects he is to represent, he has a more difficult task assigned him than was ever placed before a pupil in any other study; and unless he is endowed with that "special gift" we read about, he will surely fail.

In outlining the course of study I would be glad to see adopted in our schools, I begin with the—

PRIMARY SCHOOLS.

It is a common notion that almost anything will do as subjects for study and practice in these schools. A few straight and curved lines, a triangle, square, circle, and a limited number of familiar objects chosen without regard to the knowledge or skill required in order to draw them understandingly, are thought to be all that is needed, and, in fact just as good as anything; and it is even considered by some to be a matter of no special importance whether these subjects are correctly or incorrectly drawn. Experience has taught me that to prepare a course of lessons suited to the capacity and attainments of little children, and such as may be the means of securing the best results attainable, calls for quite as much experience, thought, and care as is required in preparing a series of lessons equally good for the pupils of our High schools.

The early lessons in these schools should be devoted to the work of training the mind to judge, with accuracy, of *position*, *distance*, and *direction*. Instead of using lines for this purpose, to begin with, I have found dots to answer better. They have this advantage over lines. It requires no mechanical skill to

make a dot; the mind can be given entirely to the truth to be expressed. This is not the case where lines are used. When a change of means is necessary in order to keep up an interest in the work, very short lines may be used, and these put in the form of crosses and stars. As the pupils progress, these crosses and stars may be so placed with respect to each other as to form very pleasing figures; and, in this way, while the eye is being trained to see, and the mind to judge of position, distance, and direction, the taste is cultivated. Children soon get an idea of the principle upon which these figures are constructed, and I have seen some very pretty figures of their own design. In this work they should be encouraged, and set times should be devoted to this exercise, with the view of developing the inventive faculties.

There should be an occasional exercise in drawing from memory, after the example selected has once been drawn from sight. This is a valuable means of strengthening the memory for form. The ability to retain in mind clear and distinct impressions of the forms of things we have seen, is of great value to all. He who can bring to mind the views he has seen with all the clearness and freshness of reality, possesses a power he would not part with on any account. To the mechanic, this power is a means of pecuniary profit, and hence to him it is especially valuable. To those who would originate anything new and valuable in the way of form, this power is indispensable. New forms are always made of old ones; and, in pro-

ducing new combinations, the more extensive the collection one has stored in memory, the more hope there is of success. There are other advantages to be secured by this practice, which need not be referred to here. By such exercises as I have suggested, the cultivation of the eye and the hand, the improvement of taste, the development of the inventive powers, and the strengthening of memory for form, may go on together, and the study be made a means of *improvement* as well as amusement.

In the course of the second year, the drawing of simple objects in outline from printed examples may be commenced.

As a means of imparting useful information, and of drawing out that in the possession of the children, these examples should occasionally be used as the basis of an object lesson. When exercises of this kind have been given, the pupils have been found to take a greater interest in drawing the example, than would otherwise have been the case.

As to the amount of time which should be given to this study in these schools, I should say for the first year one lesson of fifteen minutes each day; for the second year, one lesson of twenty minutes each day; and for the remainder of the time, three lessons per week, of twenty minutes each.

GRAMMAR SCHOOLS.

Under existing circumstances I would advise the use of slates for drawing, in the lower classes of these schools. The middle and upper classes, having had

some training of eye and hand in learning to write, may use a book with profit. The lower classes should be put to that kind of work to which I have referred, as best calculated for the lower classes of the Primary School. In the graduating class, I would teach the drawing of solids from printed examples to begin with, and as the pupils progress in the mechanical practice of the art, and become familiar with the application of the principles of perspective and with those relating to light, shade, and shadow, I would gradually introduce the drawing of objects from the objects themselves.

If two lessons per week, of thirty minutes each, can be given to drawing in these schools, good results can be secured. This certainly will be all that will be needed when the pupils in these schools shall have been taught in the Primary School.

HIGH SCHOOLS.

As long as the pupils entering these schools come without previous training, nothing can be done for them better than is now being done, in the English High and the Girls' High and Normal School, that I am aware of. When the pupils in these schools shall have passed through a thorough course of instruction begun in the Primary School, the drawing of objects should be the first work on entering. In the boys' schools, the middle year should be devoted to mechanical drawing, such, for example, as the drawing of plans, elevations and sections of buildings, machinery, etc.; and the last year to the study and practice of such subjects as come under the head of

landscape drawing. In the schools for girls, one year should be devoted to the special work of preparing them to give instruction in this branch of study in our Primary and Grammar schools.

In these schools, two lessons of one hour each is now devoted to this study, and this is all that is needed.

This study should be taught in the Primary and Grammar schools by the regular teachers. To prepare them for this work I know of no better way than that suggested in a former communication from me.

Respectfully submitted.

WM. N. BARTHOLOMEW.

The condition of the several schools at the close of the last term was as follows:—

ADAMS. Drawing in all the classes; slates and charts in the Primary schools.

BIGELOW. Drawing in all the classes; slates and charts in the Primary schools.

BOWDITCH. Drawing in all the classes; slates and charts in the Primary schools.

BOWDOIN. do. The work is exceedingly well done by the teachers, and the school ranks high in this department.

BOYLSTON. All the classes are using either books or slates.

BRIMMER. Books are used in all the grammar classes.

CHAPMAN. do.

COMINS. In most of the rooms, books or slates.

DEARBORN. do.

DWIGHT. In all the rooms, books or slates.

ELIOT. No drawing in this school.

EVERETT. No drawing in the lower classes.

FRANKLIN. All at work on books or slates.

HANCOCK. Very little drawing in this school.

LAWRENCE. Books or slates are used in all the grammar rooms.

LEWIS. Books in the grammar classes; slates in the primary.

LINCOLN. Books and slates in the grammar classes.

LYMAN. Books in some, slates in most of the grammar classes.

MATHEW. Books in a few, slates in all the other grammar and primary classes.

NORCROSS. All the classes of the Grammar School are at work.

PHILLIPS. All the classes are at work.

PREScott. Books in all the grammar rooms; slates and charts in the primary.

QUINCY. Good work throughout this district.

RICE. All the rooms are using books or slates.

SHURTEFF. Exceedingly good work is done by all the teachers; the school ranks very high in this branch.

WASHINGTON and DUDLEY. All the classes are at work.

WELLS. Are all doing well at this school.

WINTHROP. All at work and doing well.

DORCHESTER SCHOOLS. Have not generally been examined.

It would give the committee great pleasure to mention especially some of the teachers who have excelled this year, but as the instruction required has been so little, and the schools have generally been left to the interest of the masters, it is perhaps best to speak only in general terms at present. Another year it may be advisable to give a public exhibition of the work of the schools in drawing, as a means of encouragement and emulation.

Mr. Barry has visited all the Grammar Schools, and has partially organized sixteen of the Primary School districts.

It was found necessary to allow the instructors in drawing a considerable latitude, in both time and

method, during the portion of the past year that they have been endeavoring to organize the department, and it is intended to divide the school districts among the three instructors in such a way that they can exercise a constant supervision over the whole.

It will be found advisable to have the Roxbury and Dorchester schools conform to the system in use in the city proper, and, as soon as suitable arrangements can be made, this will be done.

Respectfully submitted.

For the Committee,

WM. T. BRIGHAM,

Chairman.

The Committee submit the following order:—

Ordered: That the Committee on Drawing be authorized to employ a suitable teacher from the South Kensington Art School, as Normal Instructor in this city, at a salary not exceeding £500 a year.

Ordered: That the Committee on Drawing be authorized to establish three evening schools for Drawing, in such rooms as may be furnished for the purpose, the schools to be open at least two evenings in a week from November 1, to May 1, under such regulations as the Committee may propose.

R E P O R T
on
INDUSTRIAL SCHOOLS.

CITY OF BOSTON.

IN SCHOOL COMMITTEE, Jan. 10th, 1870.

Voted, That the Chair appoint a committee on the subject of Industrial Schools; and the Chair appointed the following as the committee, viz: Messrs. Shackford, S. K. Lothrop, Merrill of Ward 11, Brown, Connor, Lamson, and Means.

Attest:

BARNARD CAPEN, *Secretary.*

IN SCHOOL COMMITTEE, May 8th, 1870.

Mr. Merrill of Ward 11, and Mr. Means, having been excused from serving on the Committee on Industrial Schools, the Chair appointed, to fill the vacancies in that Committee, Mr. Parkman, in place of Mr. Merrill, and Dr. Curtis, in place of Mr. Means.

Attest:

BARNARD CAPEN, *Secretary.*

IN SCHOOL COMMITTEE, May 10th, 1870.

THE Committee appointed to consider the subject
of establishing Industrial Schools respectfully

R E P O R T.

In the opinion of your Committee a subject of greater moment has seldom been offered for the consideration of this Board. A year ago a petition was presented asking us to devise means for securing to the children of the public schools an early education in some useful branch of industry. The sum of three thousand dollars was placed at the disposal of the Committee on Industrial Schools, to enable them to take under their charge and direction a small Industrial School for women and girls already established. That Committee found it inexpedient to do this, and your present Committee did not consider that they were authorized to use this appropriation, voted for a specific purpose, in any experiments to be made under their own direction.

That the present training of the public schools is utterly inadequate, in a great many cases, to the only purpose for which education is of any value, namely, for life, is very evident. That it makes a divorce between head and hand, between knowledge and practical skill, between artist and artisan, is also evident. That it tends also to perpetuate the absurd ideas that exist in regard to getting one's living by

some other means than honest, skilful and useful labor, will also be evident to any one who considers the subject. Every year more girls are educated for teachers than can find places in schools. Every year, too, girls who can never become successful teachers, even if they find situations, are instructed in what can be of no essential benefit to them in after life. They leave the schools, and many of them are absolutely unqualified to obtain their living in any employment that requires specific skill. Many of them could not get their support by plain sewing; very many cannot even mend their own clothes. If, in connection with their intellectual training, they had been taught something which had a direct bearing upon practical life, a more useful and happy career would be open to them.

It is not for our system of public education to foster the idea that professional life or teaching is more respectable or more worthy of pursuit than scores of useful employments which furnish the means of a comfortable support. Our present school education is too exclusively the preparation either for professional life or for a mercantile or shop-keeping life. Mechanics and artisans take few or no apprentices, and a girl or a boy, on leaving school, cannot learn a trade or become skilled in any useful labor without encountering such temptations and being brought into such associations that the prejudices existing against it are not wholly groundless.

Your Committee regarded this subject of industrial training as too important to venture upon any

experiments, without more specific and definite plans than have yet been laid before them. That it must become an integral part of the general education, and not be looked upon as a separate and specific charity, is the plain demand of common sense. Hitherto, our idea of education has been what may be called the Chinese one of giving a certain amount of book-training, and a sharpening of the intellect, which may be carried very far, and be no real preparation for a useful, wise, and happy life.

Whatever theories we may hold in regard to the education to be given to its children by the State, one thing is incontrovertible, that no system should be adopted which is injurious in its effect upon many who fondly look upon it as the greatest boon, and make great sacrifices to secure it. To very many the exclusive book-teaching is of little real benefit, for it leaves them at the most critical period of their existence stranded, as far as acquiring a useful and satisfactory employment for life is concerned. Many drift away from school and go to fill up the already full ranks of those who have no trade, or art, or specific employment for the hand. To raise the standard of labor, labor must become an integral part of education, and the State must feel its responsibilities to others of its children than those who are to enter college, and become store-keepers and merchants.

Such a training as educates young ladies to be teachers merely, and leads them to look upon other occupations as degrading, is surely not the training belonging to us, — a sensible, free, working com-

munity. Labor can be raised in public estimation only by being made a part of the public education.

But, while your Committee have been deeply impressed with this general conviction, they ask for a more definite and feasible plan than any which has been presented, before they are prepared to recommend to the Board such an expense, and such a radical change as would be involved in the establishment of experimental schools that would fairly and fully test the benefit of an industrial training for both sexes.

There are some things, however, which they do consider entirely practicable.

The Committee considered it to be of importance to inquire, first into the manner in which that small portion of industrial training required by the Regulations, viz: sewing, in the lowest class of the Grammar Schools for girls, was carried out. In the opinion of your Committee, taking into consideration the age of the scholars in the Grammar Schools, and the time allotted to it, better results are obtained than they had been led to anticipate. At any rate, the results are sufficient to lead them to entertain the most sanguine expectations of the good that may be accomplished by carrying on the work still further. At every step they were more and more impressed with the importance of this subject and the expediency of extending this branch of sewing in the schools. And in order that the time now appropriated in this way should not be to a great degree wasted, it seemed to your Committee absolutely requisite that instruc-

tion in sewing should be carried on further than it is. To teach it to the youngest class for a single year, and then to have it entirely dropped, seemed very poor economy to say the least. On consultation with the teachers, some of the most practical and successful among them have been found in favor of extending sewing to other classes besides the lowest. It seems, indeed, absurd to give so many of our girls so much instruction in branches which will never be of any practical use, and to neglect this matter which must enter into their actual life almost every day and every hour.

Besides the extension of sewing to other classes, and the introduction of cutting and fitting to the older girls, the Committee consider it perfectly feasible to establish in connection with the Girls' High and Normal School, an Industrial Department, in which those members of that Institution who choose to take only a partial course may be instructed in branches having a direct bearing upon their future modes of obtaining a livelihood. Two hundred pupils entered this school at the last examination, and only sixty-eight received diplomas at the end of the previous year. Many of those who thus leave would be very much better off for some training in a practical direction. And many of those who remain to complete the course are unable to attain positions as teachers.

There are also, in the first and second classes of the Grammar schools, those who will never derive any essential benefit from the exclusively intellectual course of studies, and who would gladly enter some

department of practical instruction where they could have instruction bearing upon the means of acquiring a livelihood. Influenced by these considerations, your Committee would make the following recommendations, which they do not deem it expedient to embody in any special orders, as they do not propose any change during the present school year.

First, that sewing be made obligatory in all the Grammar schools for girls.

Second, that sewing for two hours each week be adopted in all the classes, except the first and second.

Third, that in the third and fourth classes of the Grammar Schools, cutting and fitting shall also be introduced.

Fourth, that a department for practical instruction be added to the Girls' High and Normal School, wherein book-keeping, designing, telegraphing, drawing on wood and stone, and needle-work in its various branches, shall be taught as elective studies, to which pupils also may be admitted from the first and second classes of the Grammar schools.

These recommendations your Committee offer as the result of a careful consideration of the subject, and desire further time to determine what other measures may be expedient in regard to the introduction of some methods of industrial training, particularly for boys.

C. C. SHACKFORD.
S. K. LOTHROP.
JOHN A. LAMSON.
HALL CURTIS.
JOHN PARKMAN.

**FRANKLIN MEDALS,
LAWRENCE PRIZES, AND DIPLOMAS
OF GRADUATION.**

FRANKLIN MEDAL SCHOLARS.

1870.

LATIN SCHOOL.

Samuel Edward Wyman,
John Palmer Wyman,
Charles Montraville Green,
Charles Franklin Knowles,
Frank Eldridge Randall,
Columbus Tyler Tyler,
William Taggard Piper,
Hosea Ballou Morse.

Edward J. Hathorne,
James C. Miller,
Herbert G. Priest,
Frank Washburn,
Charles Foster,
George H. Endres,
Bernard J. Shoninger,
Thomas F. Cusack,
David Loring, jr.,
George H. Kent,
Edward J. Grover,
Frank A. Bates,
Warren A. Reed.

ENGLISH HIGH SCHOOL.

Walter K. Means,
Warren K. Blodgett,
Charles H. Dyer,

LAWRENCE PRIZES.

1870.

LATIN SCHOOL.

DECLAMATION.—*First Prize*.—Harry B. Hodges.—*Second Prizes*.—Henry W. Lamb and Frank Dumaresq.—*Third Prizes*.—Columbus T. Tyler and George P. Sanger, jr. *Exempliary Conduct and Fidelity*.—Emil W. Krackowizer, Howell Barnard, Horace N. Hooper, Ebenezer N. Pierce, Edward A. Jones, John W. Gorman.

Exempliary Conduct and Punctuality.—Frank B. Thayer, Willis B. Allen, Matthew V. Pierce, Charles M. Green, John P. Wyman, jr., Lester W. Clark, Samuel E. Wyman, George L. Giles, Charles F. Knowles, William T. Campbell, Edwin A. Hatch.

A Latin Essay.—James J. Cabot.

An English Poem.—William T. Piper.

Translation from French.—George H. Monks.

Poetical Translation from Virgil.—Henry W. Lamb.

A Translation from Livy.—William Baird.

A Translation from Tacitus. — Roger S. B. Foster.

A Translation from Nepos. — Willis B. Allen and Frank B. Thayer.

A Translation from Viri Romæ. — John M. B. Churchill.

The best Specimen of Penmanship — Frederick A. Hackett.

Excellence in the Classical Department. — John P. Wyman, jr., Lester W. Clark, James B. Troy, Matthew V. Pierce, Willis B. Allen, Samuel E. Somerby.

Excellence in the Modern Department. — Charles M. Green, Lester W. Clark, James B. Troy, Matthew V. Pierce, Frank B. Thayer, Willis B. Allen, John T. Bowen.

ENGLISH HIGH SCHOOL.

COMPOSITION. *1st Prizes:* Walter K. Means, Warren K. Blodgett, Frank A. Bates, Charles Foster. *2d Prizes:* George H. Endres, Charles W. Goodale.

DECLAMATION. *1st Prizes:* James C. Miller, Geo. W. Currier. *2d Prizes:* Frank A. Bates, Warren K. Blodget. *3d Prizes:* Lorin F. Deland, Joseph Chase, jr., William B. Phelps.

LITERARY. *1st Prizes:* Geo. W. Ross, Harvey W. James, Benjamin James, jr., Wallace L. Pierce, Wm. F. Smith, John E. Donovan, Charles W. Goodale, Wm. S. French, Lorin F. Deland. *2d Prizes:* Augustus H. Ellis, Oliver H. Goodridge, Wm. B. Phelps, Fred H. Woodward, George F. Baldwin, Ellis G. Pinkham, Lawrence W. Slattery, Thomas A. Maguire, Florence Sullivan, Charles H. Ward, Thomas J. Conroy, Charles E. Sampson, Walter D. Townsend, Charles W. Donahoe.

SCIENTIFIC. *1st Prizes:* Chas. G. Burgess, John F. O. Wilkins, Chas. B. Brooks, Clement W. Sparhawk, Parkman Dexter, Wm. P. Willard, Robert S. Sturgis, Arthur L. Woodman. *2d Prizes:* Wm. H. Jewell, Edgar N. Hunt, Charles D. Austin, Gideon M. Mansfield, George A. Cook, John T. Riley, Arthur E. Blanchard, Wm. C. Briggs, Geo. F. Stebbins, Harry E. Read, Harry Stevens, Thos. H. Austin, Thomas F. Richardson, E. Clarence Hovey, Walter E. Gassett, David B. Harding, Frederic Day.

SPECIAL FIRST PRIZES.

BOTANY. Isaac B. Mills, Joseph D. Leland.

MINERALOGY. Edward W. Davis.

GENERAL EXCELLENCE AND DEPARTMENT. Henry H. Hinckley, Walter C. Cogswell, Frank H. Armstrong, Charles E. Stumcke, Orlando H. Burley, Theodore E. Schwarz, John H. Donovan, Charles J. McPherson, John J. Jarvis.

DIPLOMAS OF GRADUATION.

1870.

LATIN SCHOOL.

Bancroft Winfred Baxter,
Bendelari Giorgio Anaclete,
Cabot James Jackson,
Capen Edward,
Coale George Oliver George,
Cunningham Frederic,
Grant Henry Rice,
Green Charles Montraville,
Hodges Harry Blake,
Knowles Charles Franklin,
Krackowizer Emil Washington,
Leland Geo. Adams,
Lodge Francis Giles,
Morse Hosea Ballou,
Piper William Taggard,
Randall Frank Eldridge,
Richardson George Carr,
Sanger George Partridge,
Sears Edmund Hamilton,
Spear Edmund Doe,
Stone Edwin Palmer,
Towle Edward David,
Tyler Columbus Tyler,
Upham Albert George,
Wellington Edward Winslow,
Wyman John Palmer,
Wyman Samuel Edwin.

ENGLISH HIGH SCHOOL.

Almy Edward P.
Allen Frederic P.
Appleton John H.
Austin Charles D.
Ayling Herbert,
Bailey Joseph T.
Baker Walter A.
Baldwin George F.

Bates Frank A.
Blaisdell Frank M.
Blodgett Warren K. jr.
Brooks Charles B.
Brown Henry A.
Bugbee Joseph S.
Burgess Charles G.
Capen William H.
Carter Herbert L.
Chase Joseph, jr.
Cogswell Walter C.
Cook George A.
Cooper Abner B.
Crow David,
Casack Thomas F.
Darling Frank W.
Dyer Charles H.
Ellis Augustus H.
Endres George H.
Foster Charles
Gill Arthur E.
Goodridge Oliver H.
Grover Edward W.
Hathorne Edward J.
Hinckley Henry H.
Hunneman Hewes,
Hunt Edgar N.
James Benjamin, jr.
James Harrison W.
Jewell William H.
Kent George H.
Ladd Edward O.
Loring David, jr.
Mansfield Gideon M.
Marsh Rufus C. jr.
Means Walter K.
Miller James C.
North Frederick O.

Phelps William B. jr.
 Pope J. Lewis,
 Priest Herbert G.
 Reed Warren A.
 Riley John T.
 Ross George W.
 Semple William J.
 Shoninger Bernard J.
 Swan Arthur R.
 Timmins John F.
 Tolman George G.
 Van Praag David,
 Washburn Frank,
 Wilkins John F. O.
 Woodward Fred. H.

**GIRLS' HIGH AND NORMAL
SCHOOL.**

Eveline Abell,
 Eunice A. S. Arnold,
 Elizabeth S. Barrell,
 Helen Bean,
 Willietta Bicknell,
 Minnie C. Brown,
 Mary E. Calmin,
 Lillie E. Clark,
 Mary A. Cloney,
 Kate L. Crosby,
 Florence M. Cushing,
 Agnes E. Cutter,
 Lillie Davis,
 Frances I. Dayley,
 Hattie A. Drake,
 Susan Ida Dudley,
 Eleanor T. Eustis,
 M. Louise Field,
 Emma S. Fliske,
 Ellen Fitzgerald,
 Adella E. Haslet,
 Sarah J. Haynes,
 Nellie T. Higgins,
 Emma L. Humphrey,
 Sarah E. Jenks,
 Almira S. Johnson,
 Mary E. Joslyn,
 Louisa Knapp,

Mary E. Knox,
 Emma F. Locke,
 Susie C. Lougee,
 Ella S. Marks,
 Julia Marshall,
 Mary E. McCarty,
 Katie C. McDermott,
 Callista W. McLoud,
 Sarah E. McPhail,
 M. Jennie McSweeny,
 Judith P. Meader,
 Emily F. Melvin,
 Grace G. Nowell,
 Clara A. Otis,
 Georgie A. Palmer,
 Abbie S. Perkins,
 Elgina M. Plummer,
 Electa M. Porter,
 Ada D. Prescott,
 Emily C. Priest,
 Emma L. Reynolds,
 Della C. Rich,
 Fannie I. Rust,
 Mary A. Shaw,
 Emma F. Smith,
 Lizzie C. Storm,
 Mary G. A. Toland,
 S. Eliza Whittemore,
 Frances M. Wilson,
 Addie N. Winn,
 Emily H. Wish,
 Lucy E. Woodwell,

Training Department.

Josie C. Bates,
 Adah A. Baker,
 E. Louise Brown,
 Annie H. Berry,
 Mary Cutler,
 May L. Firth,
 Mary A. Fuller,
 Harriet M. Frazer,
 Edna L. Gleason,
 Louisa B. Holmes,
 Annie Hussey,
 Susan Hutchinson,

Rebecca W. Hyde,
 Emma L. B. Hintz,
 Mary E. Johnson,
 M. Etta R. Johnson,
 Lizzie E. Madigan,
 Fannie A. Payne,
 Clara J. Reynold-,
 Louise E. Schouler,
 Hannah M. Seavey,
 Matilda Stephens,
 L. Annie Williams,
 Mattie E. Witherell,
 Margaret S. Wise,
 Kate Wilson.

ROXBURY HIGH SCHOOL.

Boys.

Gelston Moores Bates,
 John Edward Hislen,
 Fredrick Louis Kelley,
 John Quincy Kilby,
 George Adam Kohl,
 Leo Alexander Rogers,
 Frank Ernest Smith,
 Charles Putnam Tower.

Girls.

Mary Janet Backup,
 Alice Frances Barry,
 Louisa Frances Caldwell,
 Mary Elizabeth Cook,
 Annie Maria Croft,
 Clara Anna Curtis,
 Abbie Maria Durgin,
 Caroline Elliot,
 Maria Davenport Faxon,
 Harriet Josephine Folsom,
 Lucy Ella Folsom,
 Mary Lane Frye,
 Cornelia Carver Holden,
 Elizabeth Elvira Kenniston,
 Lois Jeannette Macrae,
 Annie Frances Murphy,
 Mary Jasper Newman,
 Alfarata Melessa Nichols,
 Ella Gertrude Pike,

Rosa Mary Prang,
 Fanny Larcom Rockwood,
 Emma Martha Waldock,
 Clara Chadwick Walker,
 Julia Amanda Ward.

DORCHESTER HIGH SCHOOL.

FOUR-YEARS' COURSE.

Allen Webster Swan,
 Angeline Hutchinson,
 Mary Frances Jones,
 Sarah Olive Lyons,
 Helen Maria Noyes,
 Ellen Louise Tuttle,
 Bessie Williams.

CLASSICAL COURSE.

George Clarence Shepard.

THREE-YEARS' COURSE.

Solomon Potter Dodge,
 William Harlow Melville,
 Herbert Webster Pope,
 Francis Howland Porter,
 Elbridge Wellington Smith.
 Sarah Emma Abbenzeller,
 Sarah Josephine Clark,
 Lucy Redfern Cook,
 Julia Frances Ellis,
 Louisa Magdalene Epmeyer,
 Celestia Hayford Farwell,
 Fannie Maria Ford,
 Emma Britanna Hawes,
 Estelle Baden Jenkins,
 Eliza Withington Noyes,
 Mary Ann Davis Robinson,
 Mary Frances Shepard,
 Josephine Tucker,
 Emma Gardner Urann,
 Margaret Ellen Whittemore,
 Emma Elizabeth Williams.

ADAMS SCHOOL.

Boys.

Bencker William Peter,
 Burrows Charles Warren,

Close Edgar Hammond,
 Drew Charles Fuller,
 Higgins John Thomas,
 Hall Herbert William,
 Langell Everard Irwin,
 McLaughlin Patrick Francis,
 Plummer Charles Addison,
 Roche David Henry,
 Wyman Horace Adelbert.

Girls.

Barrett Sarah Ellen,
 Bingham Mary Kate,
 Chandler Adelaide Dunbar,
 Geyer Susie Ellen,
 Haddon Alice Esther,
 Leary Mary Genevieve,
 Pierce Jessie Harriette,
 Sheriff's Lillie Minerva,
 Smith Maria Josephine.

BIGELOW SCHOOL.

Abell Edmund,
 Baker Edgar P.
 Cahill Edward,
 Davenport Geo. F.
 Dolbear Chas. H.
 Flynn Geo. W. F.
 Gorman Chas. F.
 Hadfield James,
 Holbrook Wm. F.
 Hosley Frank S.
 Keenan Thomas H.
 Keith George W.
 Kempf Emil F.
 Knight Levi H.
 Lynch John B.
 Miller George S.
 Morey Warren W.
 Morse William,
 O'Reilly John J.
 Phillips Jos. A.
 Porter Asa H.
 Scannell Ambrose B.
 Stewart Charles E.
 Winchell Jos. E.

BOWDITCH SCHOOL.

Rebecca A. Buckley,
 Elizabeth J. Connors,
 Catharine A. Dacey,
 Ellen M. Dugan,
 Frances M. Hickey,
 Annie C. Hitchcock,
 Margaret T. Hurley,
 Susan W. Ireland,
 Honora T. Lynch,
 J. Agnes Murphy,
 Alice M. McCluer,
 Ellen T. Noonan,
 Alice C. Phalon,
 Catharine A. Ryan,
 Mary E. Tierney,
 Mary J. Usher.

BOWDOIN SCHOOL.

Allie N. Austin,
 A. Jennie Austin,
 Lizzie F. Baker,
 Lizzie S. Barker,
 Lizzie A. Blake,
 Sarah E. Bickford,
 Josephine A. Bucknam,
 Annie M. Burnside,
 Elizabeth F. Chamberlain,
 Ada F. Cline,
 Maria L. Clapp,
 Sabina F. Dale,
 Cora E. Dike,
 Florence W. Fay,
 Ella L. Fullerton,
 Grace Woodbridge Geer,
 Florence Giles,
 Emma A. Gove,
 Elizabeth D. Haskins,
 Minnie L. Hobart,
 Anna M. Hutchins,
 Katie E. Keleher,
 Helen G. Marston,
 Augusta Phillips,
 Ella F. Peck,
 Mary A. Pigott,
 Florence A. Pollard,

Mary L. Rand,
 Almeria I. Roberts,
 Clara I. Robinson,
 Clara A. Sampson,
 Fannie M. Smith,
 Lizzie V. Smith,
 Louisa M. Stevens,
 Lizzie M. Temple,
 Mary J. Wallace,
 C. Gertrude Williams,
 Ida F. Wright.

BRIMMER SCHOOL.
 Charles Augustus Bartlett,
 Louis Bendix,
 Charles Wesley Calkins,
 Frederick Walter Calkins,
 John Bouve Clapp,
 Livingston Cushing,
 James W. H. Daly,
 Charles Isaac Duncan,
 Lewis Robert Dunn,
 Benjamin Franklin Elson,
 Henry Fenno,
 William Patrick Flynn,
 Herman Forg,
 Frederic Sargent Gage,
 Alfred Henry Gilson,
 Frank Eugene Greene,
 Edwin Porter Harrington,
 Arthur Clarence Hayes,
 Joseph Jacob Hoffert,
 Louis Hyneman,
 George Edwin Jordan,
 Maurice Levi,
 James William McGall,
 George Lewis Moulton,
 William Joseph Murtagh,
 Seth Perkins,
 Eugene David Pierce,
 Frank Andrew Pratt,
 George Cooledge Prince,
 Daniel Joseph Shea,
 Frank Ethan Sullivan,
 Harry Payne Tufts,
 Frederick Loring, Wheeler,
 Henry Wolfson.

CHAPMAN SCHOOL.*Boys.*

Burns John F.
 Campbell John E.
 Casco William H. A.
 Crosby Jacob P. jr.
 Damon Franklin B.
 Emerson Frederick W.
 German James A. jr.
 Graves Edward M.
 Noble Frank C.
 Palmer Benjamin S.
 Porter Lewis B.
 Watson Henry,
 Wood Fernando H.
 Woodside George W.

Girls.

Cowdin Ella F.
 German Annie M.
 Inman Ida E.
 Knox Jennie E.
 Knox Maggie A.
 Marilave Daisy,
 McKay M. Cressy,
 Nottage M. Lizzie,
 Reid Anna M.
 Sawtell Lizzie M.
 Slavin Susie A.
 Story H. Addie.

CODMAN SCHOOL.*Boys.*

Walter Baynton,
 Thomas Pearce Edwards,
 Lorenzo Wallace Gurney,
 Sherwood Field Gorham,
 Edwin Augustus Knight,
 Stephen Augustus Pope,
 Joseph Warren Swan.

Girls.

Julia Annie Collins,
 Ella Louisa Greeley,
 Clara Porter,
 Mary Isabelle Roper,

Kate Barry Stacy,
Ida Thankful Spargo,
Annie Augusta Spear.

COMINS SCHOOL.

Boys.

Charles Francis Brawley,
James Cleary,
James Cooke,
Edward Corbett,
Daniel Joseph Crowley,
Martin Francis Culbert,
John Joseph Gaetz,
Henry William Kelly,
James Thomas Kelly,
Louis Heintz,
James Mahan,
William Mullen,
Frank Joseph Mulvey,
James Samuel Mulvey,
John Newton,
John Peabody Riley,
Franklin Dexter Saunders,
Frank Spangler,
Richard Patrick Sullivan.

Girls.

Sadie A. Beal,
Margaret C. Brawley,
Annie J. Bradley,
Mary Bradley,
Mary E. Crosby,
Sarah A. Crosby,
Emma A. Conant,
Mary T. Finneran,
Maggie Grady,
Lucy E. Griffeth,
Nellie A. Hall,
Lizzie M. Kohl,
Della T. Killion,
Katie E. Milrick,
Annie M. Mitchell,
Nellie S. Pratt,
Fannie S. Prince,
Nellie A. Prudon,
Annie M. Schroeffel,

Maggie E. Schroeffel,
Annie M. Sheehan,
Annie E. Sutton.

DEARBORN SCHOOL.

Boys.

Frank Lewis Byrne,
Charles Webster Franklin,
Leonard W. Howe,
Marshall Nevers,
Frank Henry Newell,
John Joseph O'Donnell,
William Henry Ryan,
Charles Howard Walker,
Clarence Elliot Woodward,
Benjamin Trevett White,
Samuel Williams,
Frank A. Brown,

Girls.

Justina Bradford Clark,
Carrie Close,
Jannette Currie,
Minnie Amanda Fitzpatrick,
Laura Elizabeth Lamson,
Anna Wallace Morse,
Eva Pishon,
Katie Ellen Ray,
Annie Dexter Robinson,
Alva Nora Robinson,
Mary Jane Rouell,
Lottie Abigail Sawin,

DUDLEY SCHOOL.

Harriet F. Averill,
Charlotte H. Blake,
Maria F. A. Carr,
Ella E. Clark,
Hattie F. Clement,
Adelaide F. Ellis,
Caroline Fobes,
Susan B. Harris,
Florence A. Howe,
Caroline E. Josselyn,
Fannie D. Lane,
Cora E. Leonard,

Hattle A. Littlefield,
 Mary E. Mulliken,
 Elizabeth D. Mulrey,
 Celia G. Richards,
 Marietta Worthen.

DWIGHT SCHOOL.

George L. Adams,
 Charles J. Adams,
 Charles M. Baker,
 John B. Babcock, Jr.
 Charles H. Blanchard,
 Herbert Blanchard,
 Charles T. Bodwell,
 Frank C. Brewer,
 Merriam S. P. Briggs,
 Cushing M. Bryant,
 Frank H. Carruth,
 Clarence H. Carter,
 William J. Caton,
 James C. Coleman,
 Charles L. Davy,
 Willis H. Dunbar,
 William R. Elliot,
 Mark W. Fay,
 Edward P. Faxon,
 William H. Fowles,
 Charles I. Gardner,
 Fred A. Gleason,
 Benjamin F. Hallet, jr.
 Edwin A. Honey,
 Frank E. James,
 Harry P. Loring,
 John B. McNeil,
 Frank Mosely,
 Harry D. Page,
 George H. Safford,
 George W. Sargent,
 Eben D. Seecomb,
 Charles F. Somes,
 George H. Stephenson,
 Walter B. Stephenson,
 Thomas E. Stutson,
 Edward L. Talbot,
 Clarence Tavener,
 Fred L. Wheeler,

Howard White,
 Charles O. Willis,
 Edward Worcester,

ELIOT SCHOOL.

Thomas Walter Clark,
 Thomas Peter Conner,
 Michael Henry Crowley,
 Miles Crowley,
 William Joseph Dobinson,
 William Joseph Dorgan,
 David Leonard Fagin,
 Richard Galvin,
 John Gourley,
 Charles Albert Haines,
 Francis Hiram Knights,
 Henry Eugene Lamson,
 Walter Billings Lund,
 Antoine Aloysius McAloon,
 Thomas Francis Joseph McManus,
 Willie Francis Priest,
 Arthur Harold Read,
 Timothy Francis Sullivan,
 Arthur Charles Sutherland,
 Thomas Joseph Thomson,
 Thomas Francis Whalen,

EVERETT SCHOOL.

Helen M. Adams,
 Ella C. Atwood,
 Fannie L. Barnes,
 Eliza G. Boyd,
 Susie E. Boyd,
 Ella J. Carlton,
 Rosa Cohen,
 Ella F. Collamore,
 Mary E. Conley,
 Alice M. Copeland,
 Flora B. Dunklee,
 Melvina F. Evans,
 Mary F. Fagan,
 Annie F. Gray,
 Erina J. Hanlon,
 Fannie C. Haven,
 Mary F. Hogan,
 Katie K. Marlow,

Bella Gertrude Masters,
 Mary A. Maynard,
 Ellen C. McDermott,
 Ida A. Merriam,
 Mary J. Monahan,
 Annie F. Monroe,
 Sarah E. Moore,
 Esther C. Morse,
 Augusta H. Nickerson,
 Hattie E. Nickles,
 Theresa O'Connor,
 Minnie E. Pearson,
 Clara Pope,
 Helen M. Ranney,
 Alice Reed,
 Annie B. Reed,
 Florence Sargent,
 Clara A. Skillings,
 Lizzie L. Smith,
 Marion F. Smith,
 Margaret F. Sullivan,
 Alline A. Tuttle,
 Nellie M. Waller,
 Minnie R. Wheeler,
 Laura E. White,
 Flora E. Wight,
 Clara D. Wilder,
 Hattie M. Woodman.

**EVERETT SCHOOL (DOR-
CHESTER).**

Boys.

Frank Appleton Hodges,
 William Tileston McKechnie,
 Walter Shepard Lyons.

Girls.

Georgiana Allen,
 Florence Brown,
 Mary Ann Caldoff,
 Florence Freeman,
 Clara Augusta Jones,
 May Estella Pratt,
 Mary Jane Sheridan,
 Etta Alicia Snow,
 Sarah Muuroe Thayer,
 Mary Lora Weis,
 Mary Lake Weis.

FRANKLIN SCHOOL.

Julia Adams,
 Jennie Adams,
 Kate Babson,
 Josephine M. Baldwin,
 Annie L. Bemis,
 Minnie J. Bennett,
 Minnie D. Blanchard,
 Eva J. Brown,
 Carrie L. Colburn,
 Abby A. Colcord,
 Eliza E. Davis,
 Clara A. Eastman,
 Kate E. Fitzgerald,
 Ella P. Freeman,
 Frances E. Hart,
 Mary F. Hutchins,
 Mary E. Martin,
 Adelia A. Mayo,
 Sarah J. McLaughlin,
 Adelaide Mes'on,
 Rebecca Morrison,
 Georgia M. Pickett,
 Martha A. Pope,
 Julia E. Ripley,
 Lizzie M. Stimpson,
 Esther Tobias,
 Agnes E. Tolman,
 Isabella Westcott,
 Angela L. White,
 Effie G. Whidden,
 Esther M. Young.

GIBSON SCHOOL.

Boys.

Avery William Henry,
 Childs Harold Chessman,
 Garland Nathaniel Watson.

Girls.

Brown Elizabeth Woodford,
 Sanborn Mary Elizabeth,
 Wells Emma Geneva,
 Whitney Sarah Caroline.

HANCOCK SCHOOL.

Mary E. Allen,
 Lena G. Anderson,
 Minnie E. Anderson,
 Lizzie L. Cooke,
 Mary E. Coursey,
 Annie Devine,
 Marcella C. Donegan,
 Mary E. Ferry,
 Margaret C. Grant,
 Mary E. Hayes,
 Emma C. Jenness,
 Jennie C. Kieley,
 Margaret A. King,
 Fannie E. Leahy,
 Jane L. Mahoney,
 Jane L. McCartney,
 Christina M. Pearson,
 Julia A. Sinnott,
 Maggie R. Starrett,
 Mary E. Towle,
 Erena F. Tufts.

HARRIS SCHOOL.

Boys.

Carter Arthur E.
 Everett William B.
 Folsom Charles E.
 Perrin Frederic H.
 Phipps Walter T.
 Pope Walter F.
 Shepard Horace B.
 Smith Edward E.
 Thompson George B.

Girls.

Gough Elizabeth,
 Haskell Mary L.
 Hill Mary A.
 Maun Elizabeth B.
 Preston Edith L.
 Savage Elizabeth A.

LAWRENCE SCHOOL.

Edward J. Ahern,
 Lewis A. Allen,

Samuel H. Barker,
 Thomas J. Barry,
 James J. Brennick,
 George F. Brown,
 Joseph F. Carew,
 Daniel J. Coughlin,
 William T. English,
 George H. Gallagher,
 Daniel J. Griffin,
 John Hurst,
 Michael W. Joyce,
 Daniel T. Lynch,
 John J. McCarron,
 James E. McInerny,
 John H. McGrath,
 Robert J. Miller,
 Peter J. Mullen,
 James F. O'Gorman,
 George W. Quilty,
 Edward O. Rayne,
 Eugene T. Robbins,
 Thomas W. Roulston,
 Charles A. Rowell,
 Walter H. Shaw,
 Walter J. Walsh.

LEWIS SCHOOL.

Boys.

Atwood Charles Holbrook,
 Bell William George,
 Coffin George,
 Deland Thomas James,
 Fessenden Charles Francis,
 Galvin George William,
 Harney James Edmund,
 Hutchinson Dana Brigham,
 Leavitt Percy Ward,
 Mullen Daniel Joseph,
 Pierce Charles Taylor,
 Pierce Edward,
 Shanghnessy Thomas Francis.

Girls.

Aldrich Jessie Sibyl Fremont,
 Brown Jennie Augusta,

Burrell Sarah Southack,
 Cowdrey Jeannie Morton,
 Chase Emma Isadora,
 Curtis Kittie Whitmarsh,
 Dinsmoor Carrie,
 Dove Amelia Jones,
 Edwards Clara,
 Ellison Amanda Codman,
 Folsom Fannie Webb,
 Foss Annie Hatchman,
 Gilman Katie Lavina,
 Howes Lizzie Gertrude,
 Meriam Emily Maria Abby,
 Mitchell Emma Carrie,
 Newcomb Annie Louisa,
 O'Neil Rosa Clementina,
 Seaver Harriet Emma,
 Shed Mary Helen,
 Taylor Ella Maria,
 Torrey Emeline Eliza,
 Ward Theresa Harriet Susan,
 Walcott Hattie Tracy,
 Wheclock Fannie,
 Wheclock Annie,
 Yeaton Josephine Richardson.

LINCOLN SCHOOL.

Boys.

Richard A. Bibber.
 Louis P. Cass,
 Edgar A. Conant,
 Henry L. Emerson,
 Frederic C. Hebard,
 Frederic A. McDonald,
 John C. Murphy,
 John G. Morris,
 Charles E. Richardson,
 Robert F. Reddy,
 Malachi J. Rowan,
 George H. Smith,
 William C. Tileston,
 Henry E. Webb.

Girls.

Anna L. Beale,
 Mary L. Birch,

Margaret P. Cheyne,
 Fannie A. Emerson,
 Anna G. Farrar,
 Helen I. Hanson,
 Lucy E. Johnson,
 Annie L. Moffett,
 Mary E. Morton,
 Helen B. Means,
 Lucy J. Mellen,
 Lucy A. O'Brien,
 Mary B. Powers,
 Helen A. Putnam,
 Eliza Etta Pickernell,
 Louisa P. Smith,
 Ella A. Simmonds,
 Frances Annie Whitmore.

LYMAN SCHOOL.

Boys.

William H. Bartley,
 John H. Clarke,
 Albert W. Cobb,
 Eben W. Douglas,
 Edwin C. Johnson,
 William E. McIntyre,
 George A. Taylor,
 Thomas F. Wall,
 Stephen F. Whalon,
 John F. Wilber.

Girls.

Annie McBride,
 Lizzie McBride,
 Carrie E. Davis,
 Lizzie M. Heard,
 Sarah A. Overend,
 Annie S. Whitehouse.

MATHER SCHOOL

Boys.

Charles R. Brown,
 Charles R. Emery,
 Charles Everett,
 George O. Leavitt,
 Willie G. White.

Girls.

Carrie A. Clarke,
Carrie M. Emery,
Eleanor H. Merriam,
Ella F. Wilder.

MAYHEW SCHOOL.

Thomas H. Cummings,
Jacob Fishel,
Thomas A. Lucas,
Patrick J. Lynch,
Dennis B. McCarthy,
Frank C. McKenna,
William T. Neilon,
Frederic H. Prentiss.

MINOT SCHOOL.*Boys.*

James Arnold Colgan,
Edgar Frank Eastman,
Walter Bradford Guild.

Girls.

Charlotte Elizabeth Dennison,
Clara Augusta Houghton.

NORCROSS SCHOOL.

Annie M. Bond,
Frances E. Cullen,
Alice M. Cushing,
Sarah E. Daly,
Lizzie H. Dunbar,
Nellie B. Eaton,
Annie Gainey,
Annette M. Gray,
Lillie M. V. Howard,
Kate E. Hutchinson,
Alice L. Littlefield,
Sarah V. O'Neil,
Emily J. Povah,
Kate E. Riley,
Maggie F. Riley,
Minnie J. Symes,
Mary R. Slack,
Etta Tufts,
Emma A. Walch,
Jennie M. Warren.

PHILLIPS SCHOOL.

Fred W. Brown,
George H. Bowers,
Edward H. Davis,
Arthur H. Dodd,
Charles W. Hallstram,
G. Stanley Hunting,
Edward G. Johnston,
Charles H. Keach,
Edward J. Parsons,
A. B. Robinson,
John H. Ropes,
Fred. W. Turner, jr.
Albert E. Warner.

PREScott SCHOOL.*Boys.*

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William H. Beeching,
David S. Callahan,
Edward J. Curtin,
Charles E. Estabrook,
William A. Lewis,
Thomas H. McDermott,
Samuel S. Smith,
Benjamin J. Sullivan,
Dennis Sullivan.

Girls.

Mary A. Beeching,
Adabelle E. Davis,
Lillian Dunbar,
Annie G. Hargrave,
Elizabeth Lambirth,
Ida Belle Lyon,
Mary L. Peabody,
Cevilla R. Richardson,
Clara E. Roby,
Ella C. Smith.

QUINCY SCHOOL.

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James D. Casey,
William J. Casey,
John F. Counery,
William J. Crouin,

Charles D. Daley,
 Michael T. Gleeson,
 Henry D. Goodale,
 Patrick Haley,
 James M. Hartnett,
 Joseph F. Hearn,
 Edward D. Holland,
 Thomas F. Kelley,
 Charles King,
 Louis Levi,
 Richard H. Linehan,
 Robert J. McCool,
 John D. Mulchinock,
 Francis C. Mullen,
 Florence J. O'Donoghue,
 William J. O'Neill,
 John R. Patterson,
 John D. Patterson,
 Eugene F. Sullivan,
 Charles F. Towle.

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Wilber C. Babcock,
 Harry H. Baldwin,
 James W. Emery,
 Charles A. Fitzgerald,
 Seymour S. Glover,
 Arthur W. Hamblen,
 James F. Hastings,
 Joseph R. Hewes,
 John A. Meward,
 Albert G. Milton,
 John J. Morris,
 Lubin E. Pierce,
 George T. Prince,
 George H. Reed,
 Edward F. Ripley,
 Francis J. Smith,
 William I. Stone,
 Louis H. Sullivan,
 Edward Summerfield,
 Frank A. Swallow,
 George F. Wadley,
 Franklin U. Warner,
 Charles S. Willard,
 Charles C. Woodward.

SHURTLEFF SCHOOL.

Ida M. Aldrich,
 Zeluma W. Bugbee,
 Hattle M. Blank,
 Annie M. Clough,
 Nettie E. Glynn,
 Florence S. Greeley,
 Katie S. Gunn,
 Ella H. Hartford,
 Pauline F. Hayden,
 Lena W. Hertkorn,
 Edith J. Kennedy,
 Annie E. Langley,
 Nellie G. Lawton,
 Maggle J. Deary,
 Lizzie A. Leighton,
 Carrie B. Lewis,
 Lizzie A. Mace,
 Mary E. Mason,
 Lottie A. Mitchell,
 Emma C. Murphy,
 Elia F. Neale,
 Ida H. Noyes,
 Emma L. Pollex,
 Nellie M. Power,
 Viola G. Roys,
 Alice C. Ryan,
 Agnes G. Sheridan,
 Cora A. Somerby,
 Emma J. Wheelock,
 Mary B. Winchell.

TILESTON SCHOOL.

Boys.

Anson D. Stephenson,
 John Tileston.

Girls.

Ida M. Ewell,
 Lizzie H. Jones,
 Emma F. Russell,
 Susan E. Williams.

WASHINGTON SCHOOL.

Horace Gwynne Allen,
 Horace Bacon,

George Albert Burkhardt,
 Henry Hall Carter,
 William Lewis Clark,
 Frank Melvin Crosby,
 Frank Dunning,
 Howard Emery,
 George Clarence Frost,
 Emanuel Washington Gardner,
 Simon Goldsmith,
 George William Gordon,
 Thomas Joseph Harney,
 James Howe, jr.
 Frank Arthur Leavitt,
 Thomas St. John Lockwood,
 Joseph William Minchin,
 William Edward Norwood,
 Charles Parker,
 William Marshal Sanborn,
 Frederic Charles Tinkham,
 Thomas Michael Watson,
 Clarence Le Francis West,
 George Huse Waterman.

WELLS SCHOOL.

Annie C. Badger,
 Blanche L. Blake,
 Elmira A. Brown,
 Alice N. Conner,
 Lizzie F. Cotter,
 Alma B. Cross,
 Mary A. Crowley,
 Annie E. Curtis,
 Sarah F. Deering,
 Carrie M. Egerton,
 Mary A. Gill,
 Silence A. Hill,

Mary E. Hunt,
 Ida F. Kent,
 Lizzie J. Lee,
 Fannie S. Libbey,
 Sarah E. McGinnis,
 Lizzie A. Myres,
 Emma N. Robinson,
 Bessie Rodgers,
 Jennie M. Vinal,
 Mary A. Walker,
 Lena C. Werner.

WINTHROP SCHOOL,

Cora I. Ashley,
 Sarah A. Cleaves,
 Mary E. Colburn,
 Anne E. Drew,
 Clara B. Flagg,
 Emily M. Harmon,
 Fannie M. Hartnett,
 Adelaide A. Jacobs,
 Elizabeth A. Kennedy,
 Olive S. Libbey,
 Elizabeth F. McDonough,
 Louisa E. Morton,
 Christina T. Nelli,
 Louisa L. Porlier,
 Sarah A. Shurtleff,
 Abbie L. Sproat,
 Belinda Spitz,
 Helen C. Steele,
 Frances C. Wax,
 Anna C. Welch,
 Susan R. White,
 Lizzie L. Wilson,

ROSTER OF REGIMENT,

COMPOSED OF PUPILS OF THE LATIN, ENGLISH HIGH, ROXBURY HIGH
AND ROXBURY LATIN SCHOOLS,

Under the Instruction of Capt. Hobart Moore.

FIELD AND STAFF.

Colonel. — L. W. Clark, Latin School.

Lieutenant-Colonel. — Parkman Dexter, English High School.

Senior Major. — W. L. Jackson, Roxbury High School.

Junior Major. — W. L. Pierce, English High School.

Adjutant. — G. W. Monks, Latin School.

Sergeant Major. — W. S. Eaton, English High School.

FIRST COMPANY. — LATIN SCHOOL.

Captain. — W. T. Campbell.

First Lieutenant. — J. C. Lane.

Second Lieutenant. — F. Campbell.

SECOND COMPANY. — LATIN SCHOOL.

Captain. — A. L. Dam.

First Lieutenant. — H. L. Warren.

Second Lieutenant. — C. L. Clark.

THIRD COMPANY. — LATIN SCHOOL.

Captain. — W. S. Broughman.

First Lieutenant. — S. L. Abbott.

Second Lieutenant. — W. H. Prince.

FOURTH COMPANY. — LATIN SCHOOL.

Captain. — G. P. Fancon.

First Lieutenant. — F. Damaresq.

Second Lieutenant. — D. Bush.

FIFTH COMPANY. — ROXBURY HIGH SCHOOL.

Captain. — A. L. Plympton.

First Lieutenant. — A. L. Haley.

Second Lieutenant. — G. G. Kellogg.

SIXTH COMPANY. — ROXBURY HIGH SCHOOL.

Captain. — T. G. Joyce

First Lieutenant. — C. E. Swain.

Second Lieutenant. — P. G. Gullrandron.

SEVENTH COMPANY.—ROXBURY LATIN SCHOOL..

Captain. — F. G. Ham.
First Lieutenant. — J. B. Draper.
Second Lieutenant. — O. D. Myrick.

EIGHTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — F. H. Armstrong.
First-Lieutenant. — J. E. Donavan.
Second-Lieutenant. — W. C. Briggs.

NINTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — C. H. S. Poole.
First-Lieutenant. — C. H. Brooks.
Second Lieutenant. — J. F. Powers.

TENTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — W. L. Wharf.
First-Lieutenant. — C. H. Livingston.
Second-Lieutenant. — K. S. Sturgis.

ELEVENTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — Hubbard Brigham.
First-Lieutenant. — W. P. Willard.
Second-Lieutenant. — W. H. Roundy.

TWELFTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — Alliff Tower.
First-Lieutenant. — G. W. Pierce.
Second-Lieutenant. — G. A. Damon.

THIRTEENTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — I. S. Fishel.
First-Lieutenant. — W. W. Baxter.
Second-Lieutenant. — W. E. Allen.

FOURTEENTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — F. B. Rogers.
First-Lieutenant. — F. S. Norton.
Second-Lieutenant. — G. F. Stebbins.

FIFTEENTH COMPANY.—ENGLISH HIGH SCHOOL.

Captain. — B. L. Arbecam.
First-Lieutenant. — F. D. Cardell.
Second-Lieutenant. — G. F. Wallis.

ORGANIZATION
OF THE
SCHOOL COMMITTEE
FOR 1871.

HON. WILLIAM GASTON, *Mayor, ex officio.*

MATTHIAS RICH, *President of the Common Council, ex officio.*

Ward 1.

Albert Huse,
Richard M. Ingalls,
Warren H. Cudworth,

John Noble,
Henry S. Washburn,
Seth C. Ames.

Ward 2.

George F. Haskins,
James M. Badger,
George D. Ricker,

John F. Flynn,
William J. Porter,
John W. Fraser.

Ward 3.

Lucius Slade,
Horatio N. Holbrook,
William A. Rust,

James A. McDonough,
John F. Jarvis,
Frank B. Clock.

Ward 4.

John A. Lamson,
Nath. B. Shurtleff,
John H. Woodbury,

Adino B. Hall,
William O. Johnson,
Loring Lothrop.

Ward 5.

Edward B. Rankin,
John W. Foye,
John M. Maguire,

Joseph D. Fallon,
John P. Ordway,
George F. Bigelow.

Ward 6.

Samuel K. Lothrop,
James Reed,
Henry Burroughs,

Hall Curtis,
J. Baxter Upham,
Joseph Willard.

Ward 7.

Wm. A. Blenkinsop,
Arthur H. Wilson,
James Conboye,

Hugh J. Toland,
Richard J. Fennelly,
P. J. Whelton.

Ward 8.

Samuel A. Green,
William Woods,
Henry C. Hunt,

Eben R. Frost,
Henry P. Shattuck,
Solon Thornton.

Ward 9.

Charles J. Prescott,
Francis D. Stedman,
John P. Reynolds,

Charles Hutchins,
John C. J. Brown,
William T. Brigham.

Ward 10.

Lyman Mason,
Zachariah Jellison,
Charles L. Flint,

William H. Baldwin,
Samuel G. Bowdlear,
Abijah Richardson.

Ward 11.

Wm. H. Learnard, jr.,
Stephen G. Deblois,
Charles C. Shackford,

William B. Merrill,
Robert C. Waterston,
George H. Nichols.

Ward 12.

John S. H. Fogg,
J. J. Lewis,
Liberty D. Packard,

Samuel F. Bachelder,
Francis H. Underwood,
Warren P. Adams.

Ward 13.

James Morse,	Horatio G. Morse,
William S. Pelletier,	Joseph A. Tucker,
P. O'Meara Edson,	George W. Adams.

Ward 14.

John O. Means,	John Kneeland,
Joseph H. Streeter,	George H. Monroe,
Ira Allen,	Moody Merrill.

Ward 15.

James Waldock,	George F. Emery,
Daniel G. Clark,	George M. Hobbs,
Treffle Garceau,	Charles K. Dillaway.

Ward 16.

John H. McKendry,	John W. Porter,
William Sayward,	William W. Swan,
William T. Adams,	Baylies Sanford.

HON. WILLIAM GASTON, Mayor, *President.*

JOHN D. PHILBRICK, *Superintendent of Schools.*

BARNARD CAPEN, *Secretary of the Board.*

GEORGE A. SMITH, *Clerk of the Committee on Accounts.*

OLIVER H. SPURR, *Messenger.*

Rooms of the Board open from nine o'clock till six o'clock.

Office hours of the Superintendent:— From Oct. 1st to May 1st, 12½ o'clock to 1½ o'clock. From May 1st to Oct. 1st, 12 o'clock to 1 o'clock.

STANDING COMMITTEES.

ELECTIONS.

J. Coffin Jones Brown, <i>Chair-</i>	Henry P. Shattuck,
<i>man;</i>	Hall Curtis,
James Waldock,	Joseph D. Fallon,
Horatio N. Holbrook,	Warren P. Adams.

RULES AND REGULATIONS.

Adino B. Hall, <i>Chairman;</i>	George M. Hobbs,
George F. Haskins,	John S. H. Fogg,
George H. Nichols,	John Kneeland.

SALARIES.

Loring Lothrop, <i>Chairman;</i>	Francis D. Stedman,
J. Coffin Jones Brown,	Liberty D. Packard,
Ira Allen,	William T. Adams.
Henry S. Washburn,	

ACCOUNTS.

William B. Merrill, <i>Chairman;</i>	Loring Lothrop,
Wm. H. Learnard, jr.,	Lucius Slade,
George D. Ricker,	Henry C. Hunt.
Moody Merrill,	

TEXT-BOOKS.

S. K. Lothrop, <i>Chairman;</i>	Charles Hutchins,
Henry Burroughs,	Moody Merrill,
John F. Jarvis,	Henry C. Hunt.
John A. Lamson,	

SCHOOL-HOUSES.

Zachariah Jellison, <i>Chairman</i> ;	Samuel F. Bachelder,
Joseph H. Streeter,	John W. Porter,
Joseph A. Tucker,	Charles J. Prescott.
John Noble,	

MUSIC.

J. Baxter Upham, <i>Chairman</i> ;	Warren H. Cudworth,
John P. Ordway,	Charles L. Flint,
Francis H. Underwood,	William B. Merrill.
Robert C. Waterston,	

PRINTING.

George H. Monroe, <i>Chairman</i> ;	Charles L. Flint,
Samuel G. Bowdlear,	Horatio G. Morse,
Joseph A. Tucker,	Solon Thornton.
William Pope,	

VOCAL AND PHYSICAL CULTURE, AND MILITARY DRILL.

Lucius Slade, <i>Chairman</i> ;	Eben R. Frost,
J. Baxter Upham,	Henry P. Shattuck,
Samuel A. Green,	Arthur H. Wilson.
P. O'Meara Edson,	

DRAWING.

William T. Brigham, <i>Chair-</i> <i>man</i> ;	James Morse,
J. C. J. Brown,	William Woods,
Robert C. Waterston,	James Waldoek,
	George F. Bigelow.

EVENING SCHOOLS.

Ira Allen, <i>Chairman</i> ;	Eben R. Frost,
George D. Ricker,	William H. Baldwin,
John S. H. Fogg,	Richard M. Ingalls.
Hall Curtis,	

SCHOOLS FOR LICENSED MINORS.

Loring Lothrop, *Chairman*; Ira Allen,
George F. Haskins, William O. Johnson.
J. J. Lewis,

SCHOOL FOR DEAF MUTES.

Samuel G. Bowdlear, *Chairman*; George F. Haskins,
Henry S. Washburn, Lucius Slade,
Ira Allen, William Pope.
Liberty D. Packard,

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL,

Bedford street.

COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	Samuel A. Green,
William T. Brigham, <i>Secretary.</i>	Abijah Richardson,
George F. Haskins,	Charles C. Shackford,
William A. Rust,	Francis H. Underwood,
John H. Woodbury,	George W. Adams,
John W. Foye,	Joseph H. Streeter,
James Reed,	George M. Hobbs,
Wm. A. Blenkinsop,	William Pope.

TEACHERS.

Francis Gardner, <i>Head Master.</i>	John S. White, Jr., <i>Master.</i>
William T. Reid, <i>Head Master's Assistant.</i>	Josiah G. Dearborn, <i>Master.</i>
Augustine M. Gay, <i>Master.</i>	A. H. Buck, <i>Master.</i>
Moses Merrill, <i>Master.</i>	Charles J. Capen, <i>Master.</i>

SPECIAL MASTERS.

George W. Minns, <i>in History, Geography, Natural Sciences and English Literature.</i>	George W. Pierce, <i>in Mathematics.</i>
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SUB-MASTERS.	
Joseph W. Chadwick.	P. Morand, <i>Instructor in French.</i>
Williard T. Perrin.	Capt. Hobart Moore, <i>Instructor</i>
C. A. Barry, <i>Instructor in Drawing.</i>	<i>in Military Drill.</i>

ENGLISH HIGH SCHOOL,

Bedford street.

COMMITTEE.

S. K. Lothrop, <i>Chairman.</i>	Charles J. Prescott,
John Noble, <i>Secretary.</i>	Lyman Mason,
James M. Badger,	Robert C. Waterston,
James A. McDonough,	John S. H. Fogg,
William O. Johnson,	James Morse,
John M. Maguire,	Ira Allen,
Hugh J. Toland,	James Waldock,
William Woods,	John H. McKendry.

TEACHERS.

Charles M. Cumston, <i>Head Master.</i>	Moses Woolson, <i>Master.</i>
	George H. Howison, <i>Master.</i>
<i>Luther W. Anderson, Master.</i>	

SUB-MASTERS.

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Albert Hale,	John O. Norris,
L. Hall Grandgent,	Nicholas F. Dracopoli, <i>Instructor in French.</i>
Nathan E. Willis,	Henry Hitchings, <i>Instructor in Drawing.</i>
Charles B. Travis,	Capt. Hobart Moore, <i>Instructor in Military drill.</i>
John P. Brown,	
Charles J. Lincoln,	
Alonzo G. Whitman,	

GIRLS' HIGH AND NORMAL SCHOOL,

Newton street.

COMMITTEE.

Henry Burroughs, <i>Chairman.</i>	Charles Hutchins,
Henry C. Hunt, <i>Secretary.</i>	Charles L. Flint,
Warren H. Cudworth,	Stephen G. Deblois,
George D. Ricker,	Warren P. Adams,
John F. Jarvis,	P. O'Meara Edson,
Loring Lothrop,	John Kneeland,
George F. Bigelow,	Charles K. Dillaway,
Arthur H. Wilson,	William T. Adams.

TEACHERS.

Ephraim Hunt, <i>Head Master.</i>	M. M. Melcher,
Harriet E. Caryl, <i>Head Ass't.</i>	Alice M. Wellington,
Jane H. Stickney, <i>Supt. of Training School.</i>	Helen M. Dunbar,
Maria A. Bacon, <i>Teacher of Chemistry.</i>	Emerette O. Patch,
Margaret A. Badger,	Rebecca R. Joslin,
Emma A. Temple,	S. Annie Shorey,
Catharine Knapp,	Annie B. Thompson,
Mary E. Scates,	Bertha W. Hintz, <i>Teacher of Primary School.</i>
Adeline L. Sylvester,	W. N. Bartholomew, <i>Teacher of Drawing.</i>
Elizabeth C. Light,	E. C. F. Krauss, <i>Teacher of German.</i>
Bessie T. Capen,	Prosphère Morand, <i>Teacher of French.</i>
Lucy O. Fessenden,	Julius Eichberg, <i>Teacher of Music.</i>
Julia A. Jellison,	
Adeline S. Tufts,	
Florence W. Stetson,	

ROXBURY HIGH SCHOOL,

Kenilworth street.

COMMITTEE.

Moody Merrill, Chairman.	Hall Curtis,
George M. Hobbs, Secretary.	Richard J. Fennelly,
Warren H. Cudworth,	Charles J. Prescott,
Henry P. Shattuck,	Samuel G. Bowdlear,
John F. Flynn,	Wm. H. Learnard,
William A. Rust,	John S. H. Fogg,
John A. Lamson,	P. O'Meara Edson,
Joseph D. Fallon,	William T. Adams.

TEACHERS.

Sam'l M. Weston, Head Master.	Julius Eichberg, Teacher of Music.
M. Louise Tincker, Head Ass't.	Mlle. De Maltchycé, Teacher of French.
Emily Weeks, Assistant.	
Eliza D. Gardner, Assistant.	Benjamin F. Nutting, Teacher of Drawing.
Helen A. Gardner, Assistant.	

DORCHESTER HIGH SCHOOL.

COMMITTEE.

William T. Adams, Chairman.	Moody Merrill,
William W. Swan, Secretary.	Adino B. Hall.
William Pope,	

TEACHERS.

Elbridge Smith, Head Master.	Rebecca V. Humphrey, Assistant.
Mary W. Hall, Head Assistant.	Caroline A. Raymond, Assistant.
Mary F. Porter, Assistant.	Julius Eichberg, Teacher of Music.
Mercy A. Bailey, Teacher of Drawing.	
Charles De Lagarliere, Teacher of French.	
—, Teacher of German.	

SUPERINTENDENT OF VOCAL AND PHYSICAL CULTURE.

Lewis B. Monroe. Address, at the Rooms, City Hall.

SUPERVISORS OF VOCAL MUSIC.

Julius Eichberg, Supervisor of Music, and teacher of Music in the several High Schools.

Luther W. Mason, Supervisor of Music in the Primary Schools.

H. E. Holt, Supervisor of Music in the lower classes in the Grammar Schools.

Henry W. Alexander, Supervisor of Music in the Second Class in the Grammar Schools.

Joseph B. Sharland, Supervisor and Teacher of Music in the First Class in the Grammar Schools.

Hiram Wilde, Supervisor and Teacher of Music in the Grammar and Primary Schools in Dorchester.

DEPARTMENT OF DRAWING.

William N. Bartholomew, Girls' High and Normal School.

Henry Hitchings, English High School.

C. A. Barry, Latin School.

Mercy A. Bailey, Dorchester High School.

These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows.

FREE EVENING DRAWING SCHOOL.

Institute of Technology.

DANIEL W. WILLARD, *Principal.*

ASSISTANTS.

William E. Hoyt, Mechanical Drawing.

William A. Pike, Mechanical Drawing.

Henry Richards, Architectural Drawing.

C. M. Moore, Free-hand and Designing.

Chas. Furneaux, Free-hand and Designing.

C. S. Ward, Free-hand Machinery.

Frank B. Morse, Free-hand Machinery.

Frank L. Fernald, Ship Drafting.

Monday, Tuesday, Thursday and Friday evenings, from 7 till 9 o'clock.

THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

Warren H. Cudworth, *Chairman.* John Noble,
Albert Huse, *Secretary.* John F. Flynn,
Henry S. Washburn, Charles J. White.
Richard M. Ingalls,

ADAMS SCHOOL.

Belmont square, East Boston.

Robert C. Metcalf, *Master.* Martha E. Webb, *Head Assistant.*
Frank F. Preble, *Sub-Master.* Lucy A. Wiggin, *Head Assistant.*
Mary M. Morse, *Master's Assistant.* Louise E. Harris, *Head Assistant.*

ASSISTANTS.

Sarah M. Boyd, Ellen M. Robbins,
Clara Robbins, Clara J. Doane,
Harriet Sturtevant, Lucy H. Cobb, *Sewing Teacher.*
L. Frances Gardner,

PRIMARY SCHOOLS.

Adams School-House.

Mary H. Allen, Anna E. Reed,
Eliza A. Wiggin, Sarah A. Cook.
Mary E. Wiggin,
Sub-Committee, Messrs. Cudworth and Flynn.

Sumner street.

Emily C. Morse. Rosa L. Morse.
Sub-Committee, Mr. Huse.

Webster street.

Esther L. Morse, Georgiana A. Palmer.
Sub-Committee, Mr. Cudworth.

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

Liberty D. Packard, <i>Chairman.</i>	John S. H. Fogg,
J. J. Lewis, <i>Secretary.</i>	Francis H. Underwood,
Warren P. Adams,	Samuel F. Bachelder,
Wm A. Blenkinsop,	P. J. Whelton.

BIGELOW SCHOOL.

Fourth street, Corner of E street, South Boston.

Thomas H. Barnes, <i>Master.</i>	Clara E. Farrington, <i>Master's Head Assistant.</i>
Fred. O. Ellis, <i>Sub-Master.</i>	
Leander Waterman, <i>Usher.</i>	Amelia B. Coe, <i>Head Assistant.</i>

ASSISTANTS.

Mary Nichols,	Lucy C. Bartlett,
Eliza B. Haskell,	Mary C. Babcock,
Ellen Coe,	Mary Harris,
Henrietta L. Dwyer,	Lucy M. Marsh,
Lucinda P. Bowley,	Laura A. Neilson,
Mary L. Lufkin,	Mary L. Kinne.
Celinda Seaver,	

PRIMARY SCHOOLS.

Hawes Building, Broadway.

Anna C. Gill,	Lucy E. T. Tinkham,
Abigail B. Kent,	Mary P. Colburn.
Alice Danforth,	
<i>Sub-Committee, Messrs. Packard and Lewis.</i>	

Ann J. Lyon, **Mary E. Johnston.**
Sub-Committee, Messrs. Lewis and Whelton.
Harriet A. Clapp.
Sub-Committee, Mr. Whelton.

Rear Hawes Building.

Tiley A. Bolckom, **Sarah E. Varney,**
Mary L. Howard,
Sub-Committee, Messrs. Lewis and Whelton.

Lyceum Hall.

Josephine B. Cherrington, **Lillian M. Bicknell.**
Sarah A. Graham,
Sub-Committee, Messrs. Bachelder and Lewis.

BOWDITCH SCHOOL DISTRICT.**COMMITTEE.**

John P. Ordway, Chairman.	John M. Maguire,
Joseph D. Fallon, Secretary.	George F. Bigelow,
John P. Reynolds,	Edward B. Rankin,
John W. Foye,	Arthur H. Wilson,
William T. Adams,	Richard J. Fennelly.

BOWDITCH SCHOOL,*South street.*

Alfred Hewins, Master.	Susan H. Thaxter, Head Assistant.
Frances R. Honey, Master's Assistant.	Clarinda R. F. Treadwell, Head Assistant.
Caroline L. G. Badger, Head Assistant.	

ASSISTANTS.

Carolyn E. Jennison,	Margaret E. Sheehan,
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Mary M. T. Foley,	Annie B. Thompson,
Mary E. Nichols,	Sarah A. Pope,
Caroline W. Marshall,	Eliza M. Evert,
Ellen M. S. Treadwell,	H. Isabella Hopkins.

PRIMARY SCHOOLS.

High street place.

Octavia C. Heard.	<i>Sub-Committee</i> , Mr. Adams.
Ruth H. Clapp.	" Mr. Wilson.
Hannah E. G. Gleason.	" Mr. Fallon.
Maria J. Coburn.	" Mr. Rankin.
Julia M. Driscoll.	" Mr. Ordway.

East street.

Adeline Stockbridge.	<i>Sub-Committee</i> , Mr. Maguire.
Ellen L. F. Collins.	" Mr. Reynolds.
Sophronia N. Herrick.	" Mr. Fennelly.
Marian A. Flynn.	" Mr. Foye.
Matilda Mitchell,	" Mr. Bigelow.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

John A. Lamson, <i>Chairman.</i>	Adino B. Hall,
Hall Curtis, <i>Secretary.</i>	John H. Woodbury,
J. Baxter Upham,	William A. Rust,
S. K. Lothrop,	William O. Johnson,
John F. Jarvis,	James Reed.

BOWDOIN SCHOOL,

Myrtle street.

Daniel C. Brown, <i>Master.</i>	Mary Young, <i>Head Assistant.</i>
Sarah J. Mills, <i>Head Assistant.</i>	Sarah O. Brickett, <i>Head As't.</i>

ASSISTANTS.

Eliza A. Fay,	Ada Cushman,
Sophia B. Horr,	Mary F. Grant,
Irene W. Wentworth,	S. Frances Perry,
Martha A. Palmer,	Catharine Bigelow, <i>Sewing</i>
Lucy C. Gould,	<i>Teacher.</i>

PRIMARY SCHOOLS.

Somerset Street.

Clara A. Robbins.	<i>Sub-Committee,</i> Mr. Woodbury.
C. Eliza Wason.	" Mr. Rust.
Annie K. Adams.	" Mr. Johnson.

Old Phillip School-House, Pinckney Street.

Sarah F. Rusell.	<i>Sub-Committee,</i> Mr Jarvis.
Elizabeth R. Preston.	" Mr. ____.
Annie M. Heustis.	" Mr. ____.

26 Charles Street.

Clementine A. Baker.	<i>Sub-Committee,</i> Mr. Curtis.
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Joy Street.

Mary E. Ames.	<i>Sub-Committee,</i> Mr. Lamson.
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Blossom Street.

Olive Ruggles.	<i>Sub-Committee,</i> Mr. Hall.
Julia T. Jellison.	" Mr. Hall.
Anna S. Balcom.	" Mr. Curtis.
Lydia A. Isbel.	" Mr. Johnson.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Solon Thornton, *Chairman.* Francis D. Stedman,
Abijah Richardson, *Secretary.* John M. Maguire,
John P. Reynolds, Joseph D. Fallon,
John P. Ordway, James Conboye,
John W. Foye, Hugh J. Toland.
Eben R. Frost,

BOYLSTON SCHOOL.

Washington Street, near Dover street.

John Jameson, *Master.*

Boys.

Henry H. Kimball, *Sub-Master.* Emily S. Hutchins, *Assistant*
Mary L. Holland, *Assistant.* Bridget A. Foley, *Assistant.*
Mary H. Cashman, *Assistant.*

Girls.

Mary A. Davis, *Master's Head Assistant.* L. Ella Bacon, *Assistant.*
Jane M. Bullard, *Assistant.* Mary L. H. Gerry, *Assistant.*
Eliza J. Dyer, *Assistant.* Caroline R. Dawes, *Teacher of Sewing.*

PRIMARY SCHOOLS.

Genesee Street.

Susan H. Chaffee, Annie T. Corliss.
Harriet M. Bolman,

Way Street.

Mary E. Sawyer, Adelaide S. Granger.
Charlotte L. Young,

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BRIMMER SCHOOL DISTRICT.

COMMITTEE.

J. Coffin Jones Brown, <i>Chairman.</i>	Eben R. Frost,
Charles J. Prescott, <i>Secretary.</i>	James Conboye,
Charles Hutchins,	Hugh J. Toland,
Henry P. Shattuck,	Solon Thornton,
Charles C. Shackford,	Joseph Willard.
William Woods,	

BRIMMER SCHOOL.

Common Street.

Joshua Bates, <i>Master.</i>	Rebecca L. Duncan, <i>Master's</i>
E. Bently Young, <i>Sub-master.</i>	<i>Head Assistant.</i>
T. H. Wason, <i>Usher.</i>	Abba D. Hawks, <i>Head Assistant.</i>

ASSISTANTS.

Kate C. Martin,	Mercie A. Davie,
Mercie T. Snow,	Sarah P. March,
Luthera W. Bird,	Helen L. Bodge,
Amanda Snow,	Ada F. Gifford,
Annie P. James,	Anna M. Chambers.
Carolie J. Spaulding,	

PRIMARY SCHOOLS.

Fayette Street.

Francis B. Dewey.	<i>Sub-Committee, Mr. Woods.</i>
Emma F. Burrill.	" Mr. Willard.
Deborah K. Burgess.	" Mr. Shackford.
Eliza F. Moriarty.	" Mr. Toland.
Malvina R. Brigham.	" Mr. Thornton.

Tennyson Street.

Rebecca J. Weston.	<i>Sub-Committee, Mr. Hutchins.</i>
Annie E. English.	" Mr. Willard.

Lucy H. Symonds.	<i>Sub-Committee,</i> Mr. Woods.
Sarah Farley.	" Mr. Frost.
H. E. Boothby.	" Mr. Prescott.
R. S. Bowles.	" Mr. Conboye,
Eliza E. Foster.	" Mr. Shattuck.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

R. M. Ingalls, <i>Chairman.</i>	Seth C. Ames,
Albert Huse, <i>Secretary.</i>	John Noble,
Warren H. Cudworth,	John S. Frazer.
Henry S. Washburn,	

CHAPMAN SCHOOL.

Eutaw Street, East Boston.

George R. Marble, <i>Master.</i>	Maria D. Kimball, <i>Head Assistant.</i>
Orlendo W. Dimick, <i>Sub-Master.</i>	Philura Wright, <i>Head Assistant.</i>
Mary E. Allen, <i>Master's Head</i> Sarah F. Tenney, <i>Head Assistant.</i> <i>Assistant.</i>	

ASSISTANTS.

Sarah T. Synett,	Adeline A. Spencer,
Sarah A. Henshaw,	Abby A. Cook.
Jane F. Reid,	

*Monmouth Street.*Mary E. Buffum, *Assistant.*

PRIMARY SCHOOLS.

Lexington Street.

Harriet C. Bates,	Marietta Duncan.
Mary C. Hall,	
	<i>Sub-Committee, Mr. Huse.</i>

Porter Street.

Abby D. Beal,
 Sarah A. Pratt,
 Caroline S. Litchfield,
 M. Jane Peaslee,
 Ellen T. Higgins,
 L. E. White.

Sub-Committee, Messrs. Ingalls and Frazer.

Monmouth Street.

Hannah F. Crafts.
Sub-Committee, Mr. Huse

COMINS SCHOOL DISTRICT.

COMMITTEE.

Geo. M. Hobbs, <i>Chairman.</i>	Daniel G. Clark,
C. K. Dillaway, <i>Secretary.</i>	James Waldock,
Horatio G. Morse,	George F. Emery,
John Kneeland,	Treffie Garceau.
James Morse,	

COMINS SCHOOL.

Tremont Street, cor. of Gore Avenue.

Daniel W. Jones, <i>Master.</i>	Almira W. Chamberlin, <i>Head As-</i>
Alfred Bunker, <i>Sub-Master.</i>	<i>sistant.</i>
Annie H. Shurtliff, <i>Mas</i>	Eliza C. Fisher, <i>Head Assistant.</i>
<i>Head Assistant.</i>	Florence E. Tilton, <i>Head Assist-</i>
Dora O. Waitt, <i>Head Assistant.</i>	<i>ant.</i>

ASSISTANTS.

Martha A. Cummings,	Emma E. Towle,
Julia A. C. Gray,	Delia M. Upham,
Adelina May,	Charlotte P. Williams,
E. Josephine Page,	Delia Mansfield, <i>Sewing Teacher.</i>
Emily Swain,	

PRIMARY SCHOOLS.

Heath Street.

Francis Street.

Anna M. Campbell. *Sub-Committee, Mr. Waldock.*

Phillips Street.

Anna E. Clark.	<i>Sub-Committee,</i>	Mr. Waldock.
Lydia E. Davis.	"	Mr. Emery.
Sarah E. Haskins.	"	Mr. Kneeland.
Caroline L. Bicknell.	"	Mr. Kneeland.
Amelia F. Boston.	"	H. G. Morse.
Kate M. Murphy.	"	H. G. Morse.
M. Louisa Cummings.	"	Mr. Garceau.
Sarah B. Bancroft.	"	Mr. Garceau.

Cottage Place.

Emma L. Colligan.	<i>Sub-Committee</i>	Mr. Clark.
Josephine Maxfield.	"	Mr. Clark.
Adaline Beal.	"	Mr. James Morse.
Elizabeth F. Johnson.	"	Mr. Emery.

DEARBORN SCHOOL DISTRICT.

COMMITTEE.

James Morse, Chairman.	Horatio G. Morse,
William S. Pelletier, Secretary.	Joseph A. Tucker,
Moody Merrill,	George W. Adams,
John O. Means,	Trefle Garceau.
Ira Allen,	

DEARBORN SCHOOL.

Dearborn Place.

William H. Long, <i>Master.</i>	L. Anna Dudley, <i>Master's Ass't.</i>
Harlan P. Gage, <i>Sub-Master.</i>	Harriet E. Burrill, <i>Head Ass't.</i>
	Philena W. Rounseville, <i>Head Assistant.</i>

ASSISTANTS.

Cynthia G. Melvin,	Louise D. Gage,
Sarah S. Adams, 63 Eustis St.,	Phebe H. Simpson,
Sarah H. Hosmer,	Elizabeth R. Wallis,
Frances L. Bredeen,	Catharine G. Hosmer, <i>Sewing</i>
Anne M. Backup, Dearborn,	<i>Teacher.</i>
Elizabeth M. Wood,	

PRIMARY SCHOOLS.

George Street.

Mary M. Sherwin,	Mary C. Smith.
	<i>Sub-Committee, H. G. Morse.</i>
Clara L. Hewes,	Emily M. Pevear.
	<i>Sub-Committee, John O. Means.</i>
Flora J. Cutter,	Clara F. Conant.
	<i>Sub-Committee, Treffie Garceau.</i>

Yeoman Street.

Anna M. Balch,	Susan F. Rowe.
	<i>Sub-Committee, Ira Allen.</i>
Ellen M. Oliver,	Mary E. Nason.
	<i>Sub-Committee, Geo. W. Adams.</i>
Ada L. McKean,	Mary Lincoln.
	<i>Sub-Committee, Mr. Merrill.</i>

Eustis Street.

Mary F. Neale,	Emma C. Wales.
<i>Sub-Committee, James Morse.</i>	
Clarabel E. Chapman,	Kate M. Wallace.
<i>Sub-Committee, William S. Pelletier.</i>	

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

William H. Learnard, jr., <i>Chair-</i>	George H. Nichols,
<i>man.</i>	Lyman Mason,
Stephen G. Deblois, <i>Secretary.</i>	William H. Baldwin,
Robert C. Waterston,	Zachariah Jellison,
William B. Merrill,	John W. Porter,
Charles C. Shackford,	Abijah Richardson.

DWIGHT SCHOOL.

West Springfield Street.

James A. Page, <i>Master.</i>	Martha E. Pritchard, <i>Head</i>
Silas H. Haskell, <i>Sub-Master.</i>	<i>Assistant.</i>
Mary F. Thompson, <i>Master's Assistant.</i>	

ASSISTANTS.

Mary C. R. Towle,	Caroline E. Jones,
Laura A. Pendleton,	Amelia M. Hinckley,
Mary E. Trow,	Margaret P. Kelley,
Elizabeth J. Kelley,	Anna S. Colburn.

PRIMARY SCHOOLS.

Rutland Street.

Augusta A. Davis.	<i>Sub-Committee, Mr. Waterston.</i>
Martha B. Lucas.	" " <i>Mr. Richardson.</i>
Sarah E. Crocker.	" " <i>Mr. Deblois.</i>
Henrietta Draper.	" " <i>Mr. Nichols.</i>
Clara B. Gould.	" " <i>Mr. Baldwin.</i>
Jane P. Titcomb.	" " <i>Mr. Shackford.</i>

ELIOT SCHOOL DISTRICT.

COMMITTEE.

George D. Ricker, <i>Chairman.</i>	John W. Fraser,
William J. Porter, <i>Secretary.</i>	Lucius Slade,
George F. Haskins,	James A. McDonough,
John F. Flynn,	Frank B. Clock.
James M. Badger,	

ELIOT SCHOOL.

North Bennet Street.

Samuel W. Mason, <i>Master.</i>	Frances M. Dodge, <i>Master's Assistant.</i>
Walter H. Newell, <i>Sub-Master.</i>	
Granville S. Webster, <i>Usher.</i>	Adolin M. Steele, <i>Head Assistant.</i>

ASSISTANTS.

Elizabeth M. Turner,	Clara Winning,
O. Augusta Welch,	Clara A. Newell,
Kate L. Dodge,	Emily F. Marshall,
Mary Heaton,	Lydia K. Potter,
Georgiana D. Russell,	Hannah M. Seavey.

PRIMARY SCHOOLS.

Snelling Place.

Harriet S. Boody.	<i>Sub-Committee, Mr. Ricker.</i>
Mary A. J. Robinson.	" Mr. Porter.
Cleone G. Tewksbury.	" Mr. Badger.
Harriet E. Lampee.	" Mr. McDonough.
Sophia Shepard.	" Mr. Flynn.
Sarah A. Winsor.	" Mr. Flynn.

Charter Street.

Josephine O. Paine.	<i>Sub-Committee, Mr. Fraser.</i>
J. Ida Munroe.	" Mr. Badger.
Juliette Davis.	" Mr. Fraser.
Sarah Ripley.	" Mr. Slade.
Julia A. Cutts.	" Mr. Ricker.
Eliza Brintnall.	" Mr. Clock.

North Bennet Street.

Ann A. Coleman.	<i>Sub-Committee,</i>	Mr. Porter.
Mary E. Barrett.	"	Mr. Haskins.
Kate S. Sawyer.	"	—
Adelaide E. Badger,	"	Mr. Ricker.

EVERETT SCHOOL DISTRICT.**COMMITTEE.**

Robert C. Waterston, <i>Chairman.</i>	Lyman Mason,
Stephen G. Deblois, <i>Secretary.</i>	Sam'l G. Bowdlear,
Wm. H. Learnard, jr.	Wm. T. Brigham,
Wm. B. Merrill,	Wm. H. Baldwin,
George H. Nichols,	Chas. C. Shackford.

EVERETT SCHOOL.*West Northampton Street.*

George B. Hyde, <i>Master,</i>	S. Flora Chandler, <i>Head Ass't.</i>
Margaret E. Johnson, <i>Master's Assistant,</i>	Janet M. Bullard, <i>Head Assistant.</i>
	Anna C. Ellis, <i>Head Assistant.</i>

ASSISTANTS.

Maria S. Whitney,	Louise M. Alline,
Susan S. Foster,	Clara Nelson,
Mary A. Gavett,	E. L. P. Shannon,
Abby C. Haslet,	Sarah W. Pollard,
Eva M. Keller,	Martha A. Sargent, Sewing Tchr.

PRIMARY SCHOOLS.*West Concord Street.*

Eliza C. Gould.	<i>Sub-Committee,</i>	Mr. Nichols.
Mary H. Downe.	"	Mr. Mason.
Mary A. Crocker.	"	Mr. Merrill.

Anna R. Frost.	<i>Sub-Committee,</i> Mr. Baldwin.
Caroline S. Lamb.	" Mr. Learnard.
Lydia A. Sawyer.	" Mr. Brigham.
Mary J. O'Connor.	" Mr. Waterston.
Hannah M. Coolidge.	" Mr. Shackford.
Emma Halstrick.	" Mr. Deblois.
Lydia F. Blanchard.	" Mr. Bowdlear.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Samuel G. Bowdlear, <i>Chairman.</i>	Zachariah Jellison,
Wm. T. Brigham, <i>Secretary.</i>	George H. Nichols,
Wm. H. Learnard, jr.	Stephen G. Deblois,
Charles Hutchins,	Wm. H. Baldwin,
Charles L. Flint,	John H. McKendry,
Francis D. Stedman,	Abijah Richardson.

FRANKLIN SCHOOL.

Ringgold Street.

Granville B. Putnam, <i>Master.</i>	Sarah A. Gale, <i>Head Assistant.</i>
Jane S. Tower, <i>Master's Ass't.</i>	Catharine T. Simonds, <i>Mead As-</i>
Sarah P. Mitchell, <i>Head Ass't.</i>	<i>sistant.</i>

ASSISTANTS.

Mary L. Masters,	P. Catherine Bradford,
Elizabeth J. Brown,	Caroline A. Mason,
Martha J. Burge,	Mary A. Mitchell,
Isabella M. Harmon,	Annie E. Parker,
Elizabeth S. Maynard,	Iza beth D. Cutter, <i>Sewing</i>
Sarah D. Hamblin,	<i>Teacher.</i>

PRIMARY SCHOOLS.

Groton Street.

Helen M. Faxon.	<i>Sub-Committee,</i> Mr. Hutchins.
Georgiana E. Abbott.	" Mr. McKendry.
Frances J. Crocker.	" Mr. Deblois.
Eliza F. Blair.	" Mr. Jellison.
Lucy A. Cate.	" Mr. Baldwin.
Caroline A. Miller.	" Mr. Learnard.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, <i>Chairman.</i>	Henry Burroughs,
John F. Flynn, <i>Secretary.</i>	James A. McDonough,
George D. Ricker,	John H. Woodbury,
George F. Haskins,	John W. Frazer,
James M. Badger,	Wm. J. Porter.

HANCOCK SCHOOL.

Parmenter Street (late Richmond).

James W. Webster, <i>Master.</i>	Ellen A. Hunt, <i>Head Assistant.</i>
Ellen C. Sawtelle, <i>Master's Head Assistant.</i>	Martha F. Winning, <i>Head Assistant.</i>
Emily F. Fessenden, <i>Head Assistant.</i>	Marie L. Macomber, <i>Head Assistant.</i>

ASSISTANTS.

Emilie A. Siesbüttel,	Sophia L. Sherman,
Amy E. Bradford,	Annie N. Jacobs,
Helen M. Hitchings,	Achsah Barnes,
Josephine M. Robertson,	Olive M. E. Rowe,
Helen H. Cheney,	Annie E. Caldwell,
Mary E. Skniner,	Mary H. Cheney, <i>Sewing Teacher.</i>
Mary A. Ross,	

PRIMARY SCHOOLS.

Parmenter Street, New Building.

Maria A. Gibbs.	<i>Sub-Committee,</i>	Mr. Haskins.
Sarah F. Ellis.	"	Mr. Hall.
Sarah E. Ward.	"	Mr. Burroughs.
Adeline S. Bodge.	"	Mr. McDonough.
Emma A. Tewksbury.	"	Mr. Fraser.
Augusta H. Barrett.	"	Mr. Badger.
Harriet B. Vose.	"	Mr. Slade.
Rosanna B. Raycroft.	"	Mr. Fraser.
Mary J. Clark.	"	Mr. Woodbury.
Grace M. Harkins.	"	Mr. Porter.
Marcella C. Halliday.	"	Mr. Haskins.

Cooper Street.

Lucy A. Pike.	<i>Sub-Committee,</i>	Mr. Flynn.
Teresa M. Gargan.	"	Mr. McDonough.

Thacher Street.

Sarah L. Shepherd.	<i>Sub-Committee,</i>	Mr. Badger.
Sarah J. Copp.	"	Mr. Flynn.
Lucy C. Flynn.	"	Mr. Ricker.

Sheafe Street.

Josephine B. Silver.	<i>Sub-Committee,</i>	Mr. Porter.
Martha F. Boody.	"	Mr. Hall.
Esther W. Mansfield.	"	Mr. Ricker.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Warren P. Adams, Chairman.	S. F. Bachelder,
P. J. Whelton, Secretary.	James Conboye,
Wm. A. Blenkinsop,	Hugh J. Toland,
Liberty D. Packard,	Arthur H. Wilson,
John S. H. Fogg,	James J. Fennelly.
J. J. Lewis,	

LAWRENCE SCHOOL.

B Street, corner of Third Street.

Larkin Dunton, <i>Master.</i>	Alice Cooper, <i>Master's Assistant.</i>
Amos M. Leonard, <i>Sub-Master.</i>	Mary J. Fennelly, <i>Head Assis-</i>
Clarence C. Buck, <i>Usher.</i>	<i>tant.</i>

ASSISTANTS.

Martha S. Damon,	Catharine A. Dwyer,
Emma P. Hall,	Catharine M. Lynch,
Margaret Holmes,	Mary E. Stubbs,
M. Rosalia Merrill,	Mary W. Bragdon,
Margaret A. Gleason,	Filena Hurlburt,
Margaret A. Boody,	M. Louise Gillette.

PRIMARY SCHOOLS.

Broadway.

Mary A. Montague.	<i>Sub-Committee, Mr. Adams.</i>
Lucy M. Cragin.	" Mr. Blenkinsop.
Anna M. Elwell.	" Mr. Fogg.
Ada A. Bredeen.	" Mr. Packard.
Eliza R. Davis.	" Mr. Lewis.
Eliza L. Rand.	" Mr. Batchelder.
Alice W. Baker.	" Mr. Toland.
Ann E. Newell,	" Mr. Whelton.
Ophelia S. Newell.	" Mr. Whelton.
Sarah M. Brown.	" Mr. Wilson.

Broadway, corner of B Street.

Margaret E. Witherell.	<i>Sub-Committee, Mr. Conboye.</i>
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LEWIS SCHOOL DISTRICT.

Geo. H. Monroe, <i>Chairman.</i>	George F. Emery,
John Kneeland, <i>Secretary.</i>	Joseph A. Tucker,
P. O'Meara Edson,	Joseph H. Streeter,
Moody Merrill,	Charles K. Dillaway,
George M. Hobbs,	William W. Swan.

LEWIS SCHOOL.

Corner of Dale and Sherman Streets.

W. L. P. Boardman, <i>Master.</i>	Eunice C. Atwood, <i>Head Assistant.</i>
— — — — —, <i>Sub-Master.</i>	
Sarah E. Fisher, <i>Master's Head Assistant.</i>	Elizabeth S. Morse, <i>Head Assistant.</i>

ASSISTANTS.

Emily B. Eliot,	Julia F. Long,
Henrietta M. Young,	Martha C. Gerry,
Maria L. Miller,	Malvina L. Sears, <i>Sewing Th'r.</i>
Louisa J. Hovey,	

PRIMARY SCHOOLS.

Thornton Street.

Emma A. Bell.	<i>Sub-Committee, Mr. Hobbs.</i>
Alice C. Pierce.	“ Mr. Hobbs.

Winthrop Street.

Frances N. Brooks.	<i>Sub-Committee, Mr. Merrill.</i>
Eliza J. Goss.	“ Mr. Merrill.
Helen Crombie.	“ Mr. Edson.

Monroe Street.

A. B. Russell.	<i>Sub-Committee, Mr. Kneeland.</i>
Maria L. Burrell.	“ Mr. Kneeland.

Mount Pleasant Avenue.

Annie E Boynton.	<i>Sub-Committee, Mr. Tucker.</i>
Fannie H. C. Bradley.	“ Mr. Tucker.

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

Francis H. Underwood, <i>Chair-</i>	Warren P. Adams.
<i>man.</i>	Liberty D. Packard.
J. J. Lewis, <i>Secretary.</i>	Charles F. Bachelder.
John S. H. Fogg.	Arthur H. Wilson.

LINCOLN SCHOOL.

Broadway, near K Street.

C. Goodwin Clark, <i>Master.</i>	Ellen L. Pendleton, <i>Head Assis-</i>
Alonzo G. Ham, <i>Sub-Master.</i>	<i>tant.</i>
Clara S. Nye, <i>Master's Head As-</i>	Mary E. Balch, <i>Head Assistant.</i>
<i>sistant.</i>	Margaret J. Stewart, <i>Head Ass't.</i>

ASSISTANTS.

Harriet E. Marcy.	Martha B. Dinsmore.
Myra S. Butterfield.	Susan Carty.
Vodiza J. Comey.	Ellen R. Wyman.
Abbie M. Holder.	Abby M. Cochrane.
Emogene F. Willett.	Margaret Reid, <i>Teacher of Sew-</i>
	<i>ing.</i>

PRIMARY SCHOOLS.

City Point, Fourth Street, near L.

Laura J. Gerry,	Mary A. Crosby,
Elizabeth M. Easton,	Josephine F. Krogman,
Emma L. B. Hintz,	Matilda E. Stevens.
<i>Sub-Committee, Messrs. Underwood, Lewis and Fogg.</i>	

Sixth Street.

Elizabeth Pope,	Mary H. Faxon.
<i>Sub-Committee, Messrs. Lewis, Packard, and Underwood.</i>	

LYMAN SCHOOL DISTRICT.

COMMITTEE.

Henry S. Washburn, *Chairman.* John Noble,
 Richard M. Ingalls, *Secretary.* George D. Ricker.
 Albert Huse, Seth C. Ames.
 Warren H. Cudworth,

LYMAN SCHOOL.

Corner of Paris and Decatur Streets.

Hosea H. Lincoln, *Master.* Eliza F. Russell, *Head Assistant.*
 George K. Daniell, *Sub-Master.* Mary A. Turner, *Head Assistant.*
 Cordelia Lothrop, *Master's Asst.*

ASSISTANTS.

Amelia H. Pitman,	Susan J. Adams,
Lucy J. Lothrop,	Emma P. Morey,
Mary P. E. Tewksbury,	Clara M. Hovey,
Harriet N. Webster,	Frances C. Close, <i>Sewing Teacher,</i>

PRIMARY SCHOOLS.

Paris Street.

Susan H. M. Swan,	Abby M. Allen,
Harriet N. Tyler,	Anna I. Duncan,
Angeline M. Cudworth,	Elizabeth A. Turner.

Sub-Committee, Messrs. Washburn and Ricker.

Webster Street.

Mary E. Morse.	<i>Sub-Committee, Mr. Washburn.</i>
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MAYHEW SCHOOL DISTRICT.

Committee.

William A. Rust, <i>Chairman.</i>	John F. Flynn,
Horatio N. Holbrook, <i>Secretary.</i>	Adino B. Hall,
John A. Lamson,	Frank B. Clock,
Lucius Slade,	Wm. J. Porter.

MAYHEW SCHOOL.

Hawkins Street.

<i>Samuel Swan, Master.</i>	<i>George W. M. Hall, Usher.</i>
<i>Quincy E. Dickerman, Sub-Master.</i>	<i>Emily A. Moulton, Head Assistant.</i>

ASSISTANTS.

<i>Luciette A. Wentworth,</i>	<i>Alice A. Tufts,</i>
<i>Adeline F. Cutter,</i>	<i>Helen M. Coolidge,</i>
<i>Sarah W. I. Copeland,</i>	<i>Ruth E. Rowe,</i>
<i>Alicia O. Quimby,</i>	<i>Elizabeth S. Parker.</i>
<i>Elizabeth L. West,</i>	

PRIMARY SCHOOLS.

Grant place, Chardon Street.

<i>Emeline C. Farley,</i>	<i>Sub-Committee, Mr. Lamson.</i>
<i>Ann M. F. Sprague.</i>	" Mr. Slade.
<i>Adelaide C. Williams.</i>	" Mr. Clock.
<i>Abby W. Spiller.</i>	" Mr. Porter.
<i>A. T. Wier.</i>	" Mr. Lamson.

Cooper Street.

<i>Harriet A. Farrow.</i>	<i>Sub-Committee, Mr. Holbrook.</i>
<i>Harriet S. Lothrop.</i>	" Mr. Hall.

NORCROSS SCHOOL DISTRICT.

COMMITTEE.

<i>Arthur H. Wilson, Chairman.</i>	<i>S. F. Bachelder.</i>
<i>Richard J. Fennelly, Secretary.</i>	<i>Warren P. Adams.</i>
<i>Wm. A. Blenkinsop.</i>	<i>F. H. Underwood.</i>
<i>J. S. H. Fogg.</i>	<i>Hugh J. Toland.</i>
<i>J. J. Lewis.</i>	

NORCROSS SCHOOL.

Corner of D. and Fifth Streets.

Josiah A. Stearns, <i>Master.</i>	Jane P. Thompson, <i>Head Ass't.</i>
Martha A. Thompson, <i>Master's Head Assistant.</i>	Mehitable M. Nelson, <i>Head As-</i> <i>sistant.</i>

ASSISTANTS.

Fiducia S. Wells.	Harriet E. Johnston.
Sarah A. Gallagher.	Juliette Smith.
Amanda Marble.	Juliette Wyman.
Sarah B. Abbott.	Annie M. Prescott.
Miranda A. Bolkcom.	Sarah J. Bliss, <i>Teacher of Sew-</i> <i>ing.</i>
Mary Kyle.	

PRIMARY SCHOOLS.

PARKMAN SCHOOL.

Silver Street, near Dorchester Avenue.

Amelia McKenzie, 114 B street. Cl. I.
 Harriet L. Rayne, 301 Fourth street. Cl. II. and III.
 Charlotte L. Jeffords, 159 Dorchester street. Cl. 2 and 2.
 Isabel M. Kelren, 438 Fourth street, Cl. IV.
 Mary F. Peeler, 140 Third street. Cl. V. and VI.
 —, —. Cl. VI.

Sub-Committee, Messrs. Underwood, Adams, Wilson, Blenkinsop and Lewis.

DRAKE SCHOOL.

Corner of C and Third Streets.

Laura A. Reed,	Abby C. Nickerson,
Mary K. Davis,	Lucinda Smith,
Garafelia M. Morse,	Sarah V. Cunningham.
<i>Sub-Committee, Messrs. Wilson, Fogg, Bachelder, Toland and Fennelly.</i>	

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

Loring Lothrop, <i>Chairman.</i>	Horatio N. Holbrook,
James Reed, <i>Secretary.</i>	Hall Curtis,
William A. Rust,	John H. Woodbury,
J. Baxter Upham,	Joseph Willard,
S. K. Lothrop,	William O. Johnson.
John F. Jarvis,	

PHILLIPS SCHOOL.

Phillips Street.

James Hovey, <i>Master.</i>	Annie E. Friend, <i>Master's Assistant.</i>
Elias H. Marston, <i>Sub-Master.</i>	<i>tant.</i>
W. Waldemar Spalding, <i>Usher.</i>	Laura M. Porter, <i>Head Assistant.</i>

ASSISTANTS.

Elvira M. Harrington,	Victoria M. Goss,
Georgiana A. Monroe,	Esther E. Ball,
Hannah M. Sutton,	Georgiana H. Moore,
Sarah E. Frye,	Martha F. Whitman.

PRIMARY SCHOOLS.

Phillips Street, No. 1.

Elizabeth W. Nickerson.	<i>Sub-Committee, Mr. Johnson.</i>
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Phillips Street, No. 2.

Sarah A. M. Turner.	<i>Sub-Committee, Mr. Curtis.</i>
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Phillips Street, No. 3.

Caroline A. Morrill.	<i>Sub-Committee, Mr. Woodbury.</i>
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Anderson Street, No. 1.

Eliza A. Cortell.	<i>Sub-Committee, Mr. Jarvis.</i>
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Anderson Street, No. 2.

Barbara C. Farrington.	<i>Sub-Committee, Mr. Reed.</i>
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Joy Street.

Elizabeth N. Smith.

*Sub-Committee, Mr. Willard.**Phillips School-House.*

Ella F. Wright.

Sub-Committee, Mr. Holbrook.

PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

John Noble, *Chairman.* Albert Huse.John H. Woodbury, *Secretary.* Warren H. Cudworth.

Richard M. Ingalls. Henry S. Washburn.

PRESCOTT SCHOOL.

*Prescott Street, East Boston.*James F. Blackinton, *Master.* Julia A. Sears, *Head Assistant.*Lewis H. Dutton, *Sub-Master.* Louise S. Hotchkiss, *Head Assistant.*
Elizabeth R. Drowne, *Master's Assistant.*Frances H. Turner, *Head Ass't.*

ASSISTANTS.

Bernice A. DeMerritt. Mary D. Day.

Harriet N. Weed. Annie G. DeSilva.

Ellenette Pillsbury. Lucy E. David.

Caroline B. Bigelow.

PRIMARY SCHOOLS.

Prescott School-House.

Hannah S. Manson. Emma C. Reed.

Mary A. Ford. Margaret A. Bartlett.

*Sub-Committee, Messrs. Noble and Woodbury.**Rice Building, Saratoga Street.*

Caroline Ditson. Almaretta J. Critchett.

Sub-Committee, Mr. Noble.

Bennington Street Chapel.

Lucy E. Ring.

Mary E. Plummer,

Sub-Committee, Mr. Ingalls.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

Francis D. Stedman, <i>Chairman.</i>	John W. Foye.
William Woods, <i>Secretary.</i>	John M. Maguire.
Henry P. Shattuck.	James Conboye.
Henry C. Hunt.	Joseph D. Fallon.
Samuel A. Green.	Solon Thornton.
John P. Reynolds.	Edward B. Rankin.
John P. Ordway.	

QUINCY SCHOOL.

Tyler Street.

E. Frank Wood, <i>Master.</i>	Annie M. Lund, <i>Master's Head Assistant.</i>
George W. Neal, <i>Sub-Master.</i>	
Henry C. Bullard, <i>Usher.</i>	Olive M. Page, <i>Head Assistant.</i>

ASSISTANTS.

Emily J. Tucker.	Ellen J. Frost.
Jane B. Furber.	Ellen G. O'Leary.
Louisa F. Monroe.	Charlotte L. Wheelwright.
Josephine M. Hanna.	Emily B. Peck.
Mary E. Fogarty.	

PRIMARY SCHOOLS.

East Street.

Harriette A. Bettes.	<i>Sub-Committee, Mr. Shattuck.</i>
Emily E. Maynard.	" Mr. Hunt.
Priscilla Johnson.	" Mr. Reynolds.

Sarah E. Lewis.	<i>Sub-Committee,</i> Mr. Woods.
Catharine R. Greenwood.	" Mr. Green.
Julia A. O'Hara.	" Mr. Ordway.
Lavonne E. Walbridge.	" Mr. Conboye.
Ellen E. Leach.	" Mr. Maguire.
Susan Frizzell.	" Mr. Rankin.
Louisa Bowker.	" Mr. Foye.
Mary L. Richards.	" Mr. Stedman.
Julia A. Valentine.	" Mr. Fallon.

RICE SCHOOL DISTRICT.

Charles L. Flint, *Chairman.* Samuel G. Bowdlear,
 William B. Merrill, *Secretary.* Lyman Mason,
 Zachariah Jellison, Wm. T. Brigham,
 J. Coffin Jones Brown, Wm. H. Baldwin,
 Henry C. Hunt, William Pope.
 Charles Hutchins,

RICE SCHOOL.

Cor. Dartmouth and Appleton Streets.

Lucius A. Wheelock, *Master.* Florence Gray, *Master's Head Assistant.*
 Edward Southworth, *Sub-Master.* Assistant.
 Charles F. Kimball, *Usher.* E. Maria Simonds, *Head Assistant.*

ASSISTANTS.

Harriet D. Hinckley,	Henrietta Jenkins,
Florence Marshall,	Harriet W. Leatherbee,
Clara M. Simonds,	Dora Brown,
Ella T. Gould,	Mary J. Allison,
Hannah E. Bradley,	Eliza Cox.

PRIMARY SCHOOLS.

Suffolk Street.

Josephine G. Whipple.	<i>Sub-Committee,</i>	Mr. Merrill.
Georgiana A. Ballard.	"	Mr. Brigham.
Frances M. Sylvester.	"	Mr. Baldwin.
C. Josephine Bates.	"	Mr. Pope.
Grace Hooper.	"	Mr. Mason.
Jennie E. Haskell.	"	Mr. Bowdlear.

Appleton Street.

Mary Beal.	<i>Sub-Committee,</i>	Mr. Jellison.
Annie L. Pierce.	"	Mr. Hunt.
Ella B. Cheney.	"	Mr. Pope.
Martha Sprague.	"	Mr. Hutchins.

SHERWIN SCHOOL DISTRICT.

COMMITTEE.

Ira Allen, Chairman.	Daniel G. Clark,
P. O'Meara Edson, Secretary.	Stephen G. Deblois,
Joseph H. Streeter,	Joseph A. Tucker,
John Kneeland,	Treflle Garceau,
John O. Means,	Moody Merrill.

SHERWIN SCHOOL.

Windsor Street, fronting Madison Square.

Silas C. Stone, Master.	L. Maria Wheeler, <i>Head Assistant.</i>
Charles W. Hill, Sub-Master.	<i>ant.</i>
Julia F. Long, Master's Head Assistant.	Lucy L. Burgess, <i>Head Assistant.</i>

ASSISTANTS.

Elizabeth B. Walton,	Clara H. Balch,
Frances McDonald,	Maria Henshaw,
Sarah R. Bonney,	E. Elizabeth Boies,
Isadora Bonney,	Harriet A. Lewis.
Caroline K. Nickerson,	

PRIMARY SCHOOLS.

Weston Street.

Anna G. Fillebrown.	<i>Sub-Committee,</i> Mr. Kneeland.
Annie E. McDonald.	" Mr. Clark.
Martha E. Page.	" Mr. Clark.

Franklin Place.

Emma A. Parker.	<i>Sub-Committee,</i> Mr. Allen,
Sarah J. Davis.	" Mr. Allen.
Elizabeth F. Todd.	" Mr. Edson.
Clara C. Walker.	" Mr. Edson.

Avon Place.

Adeline L. Reed.	<i>Sub-Committee,</i> Mr. Tucker.
Abby E. Ford.	" Mr. Tucker.

Day's Chapel.

Emily L. Marston.	<i>Sub-Committee,</i> Mr. Garceau.
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Mill Dam.

Ellen Maria Calkins.	<i>Sub-Committee,</i> Mr. Garceau.
Mary E. Gardner.	" Mr. Knceland.

SHURTLEFF SCHOOL DISTRICT.

COMMITTEE.

John S. H. Fogg, <i>Chairman.</i>	Arthur H. Wilson,
Samuel F. Bachelder, <i>Secretary.</i>	Warren P. Adams,
Francis H. Underwood,	Baylies Sanford,
J. J. Lewis,	P. J. Whelton.

SHURTLEFF SCHOOL.

Dorchester Street, near Seventh.

Henry C. Hardon, <i>Master.</i>	Lavinia B. Pendleton, <i>Head Ass-</i>
Anna M. Penniman, <i>Master's As-</i>	<i>sistant.</i>
<i>sistant.</i>	Emeline T. Tolman, <i>Head Ass't.</i>
Ellen E. Morse, <i>Head Assistant.</i>	

ASSISTANTS.

Martha E. Morse,	Mary E. Frye,
Abby S. Hammond,	Harriet S. Howes,
Roxanna N. Blanchard,	Eliza F. Blacker,
Margaret T. Pease,	Eliza M. Cleary, <i>Sewing Teacher.</i>
Sarah L. Garrett,	William Dillaway, <i>Janitor.</i>

PRIMARY SCHOOLS.

Washington Village.

Ella C. Handy,	Sarah B. Packard.
Ella R. Johnson,	
Sub-Committee, Messrs. Bachelder, Wilson and Adams.	
Clara G. Dickson,	Marion W. Rundlett.
Mary E. Morse,	
Sub-Committee, Messrs. Underwood, Whelton and Lewis.	
Edith A. Pope,	Sophia C. Dudley.
Susan Mulloy,	
Sub-Committee, Messrs. Fogg and Sanford.	

WASHINGTON AND DUDLEY SCHOOL DISTRICT.

COMMITTEE.

Joseph H. Streeter, <i>Chairman.</i>	James Waldock,
George W. Adams, <i>Secretary.</i>	Geo. H. Monroe,
Ira Allen,	Wm. S. Pelletier,
John O. Means,	Daniel G. Clark.
P. O'Meara Edson,	

WASHINGTON SCHOOL.

2000 *Washington Street.*

Leverett M. Chase, <i>Master.</i>	Mary E. Johnson, <i>Head Assistant.</i>
Anna M. Williams, <i>Master's H'd</i>	Lydia H. Bowman, <i>Assistant.</i>
<i>Assistant.</i>	Mira W. Pond, <i>Assistant.</i>
Harriet E. Davenport, <i>Head As-</i>	
<i>sistant.</i>	

DUDLEY SCHOOL.

Bartlett Street.

Sarah J. Baker, *Principal.* Mary C. Whippey, *Assistant.*
 Dora A. Pickering, *Principal As-* Eliza Brown, *Assistant.*
sistant. Mary L. Gore, *Assistant.*
 Jane S. Leavitt, *Head Assistant.*

PRIMARY SCHOOLS.

Vernon Street.

Anna M. Stone. *Sub-Committee,* Mr. Pelletier.
 Susannah Durand. " Mr. Means.
 Abby S. Oliver. Anna T. Bicknell.
Sub-Committee, Mr. Streeter.

2030 Washington Street.

H. Amelia Philbrick. *Sub-Committee,* Mr. Waldock.

Putnam Street.

Henrietta M. Wood, Mary A. Morse.
Sub-Committee, Mr. Edson.

WELLS SCHOOL DISTRICT.

COMMITTEE.

John F. Jarvis, *Chairman.* Lucius Slade,
 Horatio N. Holbrook, *Secretary.* James A. McDonough,
 William A. Rust, William O. Johnson,
 Loring Lothrop, Frank B. Clock.
 Zachariah Jellison, Nath'l B. Shurtleff.
 John A. Lamson,

WELLS SCHOOL.

Corner of Blossom and McLean Streets.

Rodney G. Chase, *Master.* Mary S. Carter, *Head Assistant.*
 Abby J. Boutwell, *Master's Head Assistant.* Delia A. Varney, *Head Assistant.*
Assistant.

ASSISTANTS.

Margaret W. Dunham,	Clara J. Simonds,
Mary T. Locke,	Matilda A. Gerry,
Maria L. Dowdell,	Mrs. Frances E. Stevens, <i>Sewing</i>
Mary M. Perry,	<i>Teacher.</i>
Elizabeth P. Winning,	James Martin, <i>Janitor.</i>

PRIMARY SCHOOLS.

Emerson School, Poplar Street.

Maria W. Turner.	<i>Sub-Committee,</i> Mr. Jellison.
Emma Dexter.	" Mr. Holbrook.
Anna A. James.	" Mr. Johnson.
Eliza A. Frecman.	" Mr. Clock.
Sarah C. Chevaillier.	" Mr. Lamson.
Lucy M. A. Redding.	" Mr. McDonough.

Dean School, Wall Street.

Lavinia M. Allen.	<i>Sub-Committee,</i> Mr. Slade.
Mary L. Bailey.	" Mr. Johnson.
_____.	" _____.
Lois M. Rea.	" Mr. Rust.
Adelaide A. Rea.	" Mr. Slade.
Isabella Bennett.	" Mr. Clock.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Henry P. Shattuck, <i>Chairman.</i>	Francis D. Stedman,
William Woods, <i>Secretary.</i>	John H. Woodbury,
Samuel A. Green,	Eben R. Frost,
J Coffin Jones Brown,	Charles J. Prescott,
John P. Reynolds,	John M. Maguire,
Charles C. Shackford,	George F. Bigelow.
John P. Ordway,	

WINTHROP SCHOOL.

Tremont Street, between Eliot and Hollis Street.

Robert Swan, <i>Master.</i>	Emma K. Valentine, <i>Head Assistant.</i>
Susan A. W. Loring, <i>Master's</i>	<i>tant.</i>
<i>Head Assistant</i>	Maria L. Barney, <i>Head Assistant.</i>
May Gertrude Ladd, <i>Head Asst.</i>	Almira Seymour, <i>Head Assistant.</i>

ASSISTANTS.

Ella L. Bird,	Caroline Nolen,
Mary F. Light,	Caroline F. Welch,
Edith Adams,	Mary C. Jones,
Mary E. Davis,	Mary E. Barstow,
Harriet R. G. DeRibas,	Elizabeth S. Einmons,
Mary J. Danforth,	Isabella Cumming, <i>Sewing</i>
Emma V. Flagg,	<i>Teacher.</i>

PRIMARY SCHOOLS.

Tyler Street.

Rebecca R. Thayer.	<i>Sub-Committee,</i> Mr. Woods.
Mary B. Browne.	" Mr. Ordway.
Frances Torry.	" Mr. Bigelow.
Mary A. B. Gore.	" Mr. Reynolds.
Ella M. Seaverns.	" Mr. Frost.

Hudson Street.

Caroline S. Crozier.	<i>Sub-Committee,</i> Mr. Green.
Henrietta Madigan.	" Mr. Maguire.
Emma I. Baker.	" Mr. Shackford.
Julia A. McIntyre.	" Mr. Prescott.

SCHOOLS FOR LICENSED MINORS.

North Margin Street.

Sarah A. Brackett.

East Street Place.

Melissa P. Taylor.

ANNUAL SCHOOL REPORT.

SCHOOL FOR DEAF MUTES.

No. 11 Pemberton Square.

Sarah Fuller, <i>Principal.</i>	Ella L. Barton, <i>Assistant.</i>
Mary F. True, <i>Assistant.</i>	Annie E. Bond, " "

KINDERGAETEN SCHOOL.

Summer Street.

Miss C. B. Thomas, *Principal.*

DORCHESTER DISTRICT.

COMMITTEE.

William T. Adams, <i>Chairman.</i>	George H. Monroe,
John W. Porter, <i>Secretary.</i>	John W. Foye,
John H. McKendry,	Liberty D. Packard,
John Kneland,	Baylies Sanford,
J. Coffin Jones Brown,	William W. Swan.

EVERETT SCHOOL.

Summer Street.

Roland F. Alger, *Master.*

ASSISTANTS.

Elsie J. Parker,	Emma A. Fitch,
Margaret F. Tappan,	Florence L. Etheridge.

PRIMARY TEACHERS.

Cora L. Etheridge,	Marion W. Brooks.
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GIBSON SCHOOL.

School Street.

Wm. E. Endicott, *Master.*

ASSISTANTS.

Mary J. Hower,
Emma L. Howe.

Committee, Messrs. Monroe and Sanford.

PRIMARY TEACHERS.

Mary E. Tolman,

Frances Harding.

Committee, Messrs. Withington and Monroe.

ATHERTON SCHOOL.

Columbia Street.

Ella S. Wales,

Charlotte E. Baldwin.

Committee, Messrs. Withington and Monroe.

HARRIS SCHOOL.

Adams Street.

Edwin T. Horne, *Master.*

Ann Tolman, *Master's Assistant.*

ASSISTANTS.

Mary E. Noyes,
Sarah E. Hearsey,

Elizabeth P. Boynton.

PRIMARY TEACHERS.

Anne M. Gilbert,

Marian B. Sherburn,

— — — — —

Committee, Messrs. Pope and Foye.

STOUGHTON INTERMEDIATE.

Codman Street.

Mary J. Pope.

Committee, Messrs. Pope and Foye.

MATHER SCHOOL.

Meeting House Hill.

Daniel B. Hubbard, *Master.*
Sarah W. Symmes, *Master's As-*
sistant.

Lucy J. Dunnels,
Annie L. Jenkins,
S. Kate Shepard.

PRIMARY TEACHERS.

Ella L. Howe, Mary P. Pronk.
 M. Esther Drake,
Committee, Messrs, Adams and Kneeland.

MINOT SCHOOL.

Walnut Street.

Jos. T. Ward, Jr., *Master.* Dora Puffer,
 Isabel F. P. Emery, *Master's Assistant.* Ann E. Collins.
sistant.

PRIMARY TEACHERS.

Jane M. Seaverns, Jane S. Burchsted.
 Frances E. Hildreth,
Committee, Messrs. Porter and Brown.

STOUGHTON SCHOOL.

River Street, Lower Mills.

Edward M. Lancaster, *Master.* Emma A. Melville,
 S. Louise Pope, *Assistant.* Elizabeth H. Page.
 Isabelle A. Worsley,

PRIMARY TEACHERS.

Elizabeth J. Stetson, Hannah E. Pratt.
 R. Ellerine Robie,
Committee, Messrs. McKendry and Porter.

TILESTON SCHOOL.

Norfolk Street (Mattapan).

Henry B. Miner, *Master.* Martha A. Baker, *Assistant.*

PRIMARY TEACHERS.

Catharine E. Cook, Elizabeth S. Fisher.
Committee, Messrs. McKendry and Porter.

HIGH AND GRAMMAR SCHOOL-HOUSES.

NAME,	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Adams	Summer street .	14,100	1856	18 and hall.	
Atherton	Columbia street, Ward 16	4,727	1868	1	Came under the charge of this dep't Jan. 1, 1870.
Boylston	Washington st. .	15,073	1845	18 " "	Ward Room No. 10 in this building.
Bowdoin	Myrtle street . .	4,802	1848	12	
Bowditch	South street . .	12,006	1862	14 " "	
Bigelow	Fourth street . .	12,600	1850	14 " "	
Brimmer	Common street . .	11,007	1843	14 " "	
Chapman	Eutaw street . .	13,040	1850	10 " "	
Comins	Tremont street .	23,780	1856	13 " "	Remodelled, 1869.
Comins Branch .	Smith street . .	6,952	1849	2	
Comins Branch .	Francis street .	12,075	1853	2	Rebuilt, 1861.
Codman street .	Ward 16	43,500	1861	2	Came under the charge of this dep't Jan. 1, 1870.
Dwight	Springfield st. .	19,125	1857	14 and hall.	
Dudley	Bartlett street .	7,950	1846	6	Rebuilt, 1865.
Dearborn	Dearborn court. .	38,636	1852	14 and hall.	Rebuilt, 1870.
Elliot	N. Bennet street .	11,077	1838	14 " "	Rebuilt, 1860.]
Everett	Sumner street, Ward 16	29,300	1855	7	Came under the charge of this dep't Jan. 1, 1870.
Everett	Camden street .	32,409	1860	14 " "	
Franklin	Ringgold street. .	16,439	1859	14 " "	
Gibson	School st., Ward 16	44,800	1857	5	Came under the charge of this dep't Jan. 1, 1870.
High and Latin .	Bedford street .	12,080	1844	16 " "	Additional story added, 1863.
Hancock	Richmond street .	28,197	1847	14 " "	
Hancock Branch .	" "	1867	1867	12 " 2 "	Six rooms and one hall occupied by Pri. Schs. Boston Highlands.
High	Kenilworth st..	6,867	1861	4	
High	Dorch'r avenue, Ward 16	59,340	1870	6 and hall.	Came under the charge of this dep't Jan. 1, 1870.
Harris	Adams street, Ward 16	37,150	1861	8 " "	Came under the charge of this dep't Jan. 1, 1870.
High Branch . .	Mason street . .	12,771	1848	14	
Lawrence	B and Third sts. .	14,343	1856	14 " "	Formerly the Normal school-house.
Lincoln	Broadway	17,560	1859	14 " "	
Lyman	Paris street . .	26,200	1870	14 " "	
Lewis	Sherman street. .	27,830	1868	12 " "	
Mayhew	Hawkins street. .	9,625	1847	10 " "	
Mather	Meeting House Hill	1856		7	Came under the charge of this dep't Jan. 1, 1870.

HIGH AND GRAMMAR SCHOOL-HOUSES — *Concluded.*

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS.
Minot	Walnut street, Ward 16 . . .	16,790	1856	7	Came under the charge of this dep't Jan. 1, 1870.
Normal	Newton street .	30,520	1870	· · · · ·	
Norcross	D street	12,075	1868	12 and hall.	
Old Lyman	Meridian street .	13,816	1846	· · · · ·	B'ch Library and Ward- room 1, in this building.
Old High	Dorchester ave., Ward 16 . . .	34,400	· · ·	4	Unoccupied.
Phillips	Anderson street.	11,190	1862	14 and hall.	
Prescott	Prescott street .	39,952	1865	16 " "	
Quincy	Tyler street . .	11,766	1847	14 " "	Burnt, 1869. Rebuilt, 1870.
Rice	Dartmouth st. .	27,125	1869	14 " "	
Shurtliff	Dorchester st. .	41,000	1869	14 " "	
Sherwin	Madison square .	31,040	1870	16 " "	
Stoughton	River st., Wd. 16	29,725	1866	5	Came under the charge of this dep't Jan. 1, 1870.
Tileston	Norfolk street, Ward 16 . . .	83,640	1868	8 and hall.	do. do. do.
Winthrop	Tremont street .	15,070	1855	14 " "	
Wells	Blossom street .	17,657	1868	12 " "	Ward-Room, Ward 3, in this building.
Washington . . .	Washington . .	14,390	1840	7	Enlarged, 1847.

In addition to the foregoing, the following rooms are occupied by Grammar Schools, and are hired at an annual rental of \$3,600.

No. of Rooms.	Location.	REMARKS.
Two	Jenkins Hall, Broadway	Branch of Lawrence School.
Two	Sargent's Block	" Dudley "
One	" "	" Washington "
One	Post-office Building	" Dudley "
One	Bacon's Block	" Dearborn "
Three	Pemberton square	School for Deaf Mutes.

PRIMARY SCHOOL-HOUSES.

NAME.	Location.	No. feet in Lot.	When built.	No. of Rooms.	REMARKS,
Avon place . . .	Highlands . . .	10,057	1851	2	
Andrews	Genesee street .	5,393	1848	3	
Austin	Paris street . . .	5,360	1849	6	
Appleton street.	. . . . .	18,454	1870	10	
Baldwin	Grant place . . .	6,139	1864	6	
Cheever	Thacher street .	2,003	1846	3	
Cottage place . .	Highlands	13,500	1850	4	
Channing	Cove street . . .	7,140	1866	9	
Cook	Groton street . .	4,922	1852	6	
Dawes	High-st. place .	6,368	1860	6	
Dwight	Rutland street .	7,850	1851	6	
Dean	Wall street . . .	3,849	1853	6	
Drake	C street	10,260	1860	6	
East-st. place . .	East-street place.	2,706	1849	4	
Emerson	Poplar street . .	5,924	1861	6	
Eustis street . .	Boston Highl'ds.	13,643	1848	4	Enlarged, 1859.
Freeman	Charter street .	5,247	1868	6	
Franklin place .	Highlands	8,098	1865	4	
Guild	East street . . .	7,250	1866	12	
George street . .	Highlands	18,894	1861	6	
Grant	Phillips street .	3,744	1852	4	
Hawes	Broadway	14,972	1823	8	
Heath street . .	Highlands	10,557	1857	2	

PRIMARY SCHOOL-HOUSES.—*Concluded.*

NAME.	Location.	No. feet in Lot.	When Built.	No. of Rooms.	REMARKS.
Ingraham	Sheafe street . .	2,198	1848	3	
May	Fayette street .	5,242	1870	6	
Munroe street . .	Highlands	11,910	1854	2	Rebuilt, 1857.
Milldam	"		1849	2	On land not owned by the city
Mather	Broadway	10,160	1842	10	
Mt. Pleasant av..	Highlands	9,510	1847	2	
N. Margin street.	N. Margin street.	1,661	1837	2	
Oliver	Sumner street .	2,263	1843	2	
Pierpont	Hudson street .	4,216	1850	4	
Phillips street . .	Highlands	20,695	1867	8	
Pormort	Snelling place .	4,373	1855	6	
Parkman	Silver street . .	5,306	1848	6	
Rice	Concord street .	10,756	1845	12	Ward-room, Ward 11, in this building.
Smith	Joy street	1,938	1834	2	
Simonds	Broadway		1840	3	On Hawes School-house Lot.
Shurtleff	Tyler street . . .	3,900	1855	6	
Sharp	Anderson street.	5,611	...	6	Ward-room, Ward 6, in this building.
Somerset street .		5,488	...	8	Formerly the Normal Training School.
Savage	Harrison avenue.	5,537	1862	5	Ward-room 5 in this building
Starr King	Tennyson street.	10,318	1870	10, and hall.	
Ticknor	Washington Vil.	11,486	1865	12	
Tappan	Lexington street	4,025	1846	3	
Tuckerman	City Point	11,655	1850	6	Enlarged in 1861.
Thornton street.	Highlands	6,640	1847	2	
Vernon street . .	"	7,675	1849	4	Enlarged in 1861.
Webb	Porter street . .	7,492	1853	6	
Webster	Webster street . .	5,036	1852	6	
Ware	N. Bennet street.	6,439	1862	4	Ward-room, Ward 2, in this building.
Wait	Suffolk street . .	10,974	1860	8	
Winthrop street .	Highlands	9,775	1857	4	Remodelled, 1870.
Winchell	Blossom street .	5,000	1845	3	
Way street	Way street	2,508	1850	3	
Weston street . .	Highlands	14,916	1854	4	
Yeoman street . .	"	18,200	1870	12	

In addition to the foregoing, the following rooms are occupied by Primary Schools, those marked (*) being hired, at an annual rental of \$2,850; the others are in buildings owned by the city: —

Number of Rooms.	Location.
Two*	Chapel, Bennington street.
One*	Vestry, Fourth street.
One*	26 Charles street.
One*	Emerson street.
Three*	Lyceum Hall.
Three*	Rice building.
One*	Day's Chapel, Parker street.
Four	Armory building, Cooper street.
Two*	Hampden street.
One	Gunhouse.
One*	Putnam place.

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